1982 - 83

BOSTON CONSERVATORY of MUSIC

a College of Music, Dance & Theatre

ACADEMIC CALENDAR

FIRST SEMESTER	
August 31 - September 3	*Dormitories open for new students*
	Orientation for new students
	Undergraduate & Graduate placement exams
	Music, Dance & Theatre Division auditions
	Registration for new students
September 6	*Labor Day (school closed)*
September 7-8	*Late registration for returning students*
September 9	*Instruction begins*
September 9-24	*Drop/Add period*
October 11	*Holiday**
November 1-19	*Registration for Spring Semester*
November 11	*Holiday**
November 23	*Thanksgiving recess begins at 9 PM+*
November 29	*Classes resume*
December 3	*Last day to withdraw from a class*
December 16-21	*Written & Applied Examinations*
December 22 - January 2	*Holiday+*
January 3-17	*Optional Independent Studies ++**
SECOND SEMESTER	
January 12-14	*Late registration*
January 17	*Instruction begins*
January 17-28	*Drop/Add period*
March 14-20	*Spring recess++*
March 21	*Classes resume*
March 31 - April 20	*Registration for Fall Semester, 1983*
May 6	*Classes End*
May 9-13	*Written & Applied Examinations*
May 14	*Commencement, 1PM*
SUMMER SESSION	
June 3	*Dance registration*
June 6	*8 Week Dance Course begins*
June 20	*Music registration*
June 21	*Instruction begins*
July 29	*Examinations; session ends*

+ Buildings & residences closed
++ Buildings open; residences closed

**Classes suspended; buildings open for rehearsal, practice & teaching*
***Library open holiday hours only for study purposes*

This catalog was prepared in January & February, 1982. The information herein is subject to change and amendment without notice.

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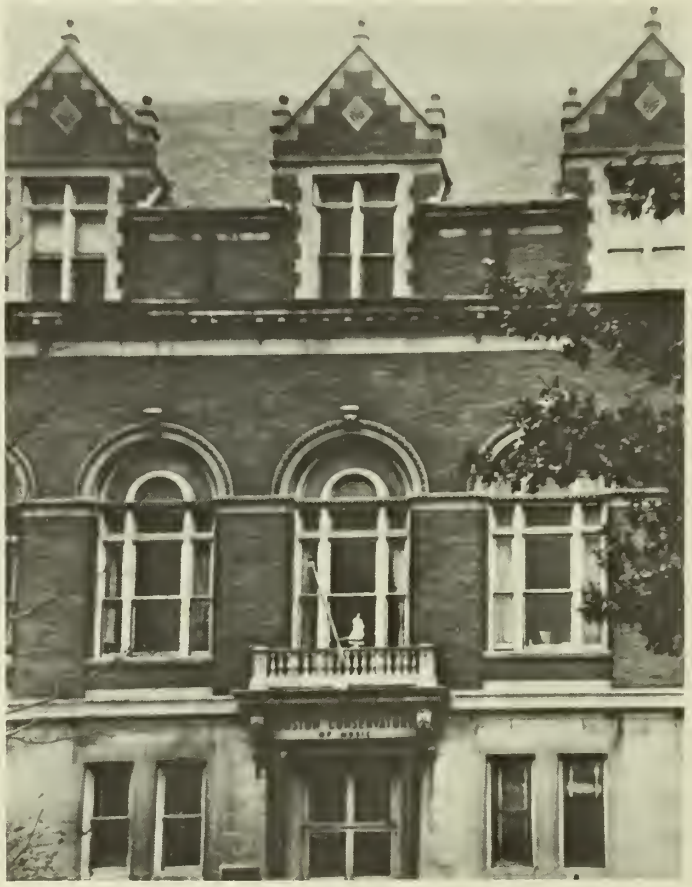
BOSTON CONSERVATORY OF MUSIC
a College of Music, Dance & Theatre

Founded: February 11, 1867

8 The Fenway
Boston, MA 02215
(617) 536-6340



Member of the New England Association of Schools & Colleges, Inc., and the National Association of Schools of Music.

It is the policy of Boston Conservatory of Music not to discriminate on the basis of sex, race, color, religion, age, national origin, or handicap in its admissions, financial aid or employment policies.

OFFICERS of the INSTITUTION

BOARD OF TRUSTEES

Franklin W. Hobbs, *Chairman*
Franklin Wyman, Jr., *Treasurer*
Katherine Alphin
Leslie S. Blicher
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Glendora Putnam
William A. Seymour
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Leslie E. Babbin, *Trustee Emeritus*

ADMINISTRATION

William A. Seymour, *President*
William B. Dederer, *Dean*
Ruth Sandholm Ambrose, *Chairperson, Dance Division*

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Cathy S. Balshone, *Head Librarian*
James T. Bynum, *Director of Financial Aid*
H. Wilfred Churchill, *Coordinator of Extension Studies*
Peter Cokkinias, *Director of Recruitment*
Paul H. Gottlieb, *Coordinator of Opera Scholarships*
Margaret Mary Haley, *Director of Admissions & Public Relations*
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Frederica Majno, *Coordinator of Special Projects*
Clelia Ratti, *Bursar*

OFFICERS of the INSTITUTION

DEPARTMENTAL CHAIRPERSONS

Julie Budelis, *Liberal Arts*
Bruce Coppock, *Strings*
John Moriarty, *Opera*
Sandra Nicolucci, *Music Education*
Attilio Poto, *Woodwinds*
Christopher Rozé, *Composition & Theory*
Mary Saunders, *Voice*
Jung-Ja Woo, *Piano*

FACULTY

John Clement Adams, *Composition, Theory*
Neil Anderson, *Guitar, Pedagogy, Repertoire, Guitar Ensemble*
Louis Arnold, *Guitar, Guitar Literature*
Dianne Arvanites, *Modern Dance*
Bobbi Ausubel, *Acting, Theatre Seminar, Modern Drama*
David Wayne Bailey, *Music Education*
Edwin Barker, *Contrabass***
Larry Bell, *Composition, Theory*
Emanuel Borok, *Violin***
Julia Boynton, *Tap Dance*
Francis Brault, *Director of Technical Department, Stagecraft*
James David Brock, *Vocal Coaching*
Julie Budelis, *Humanities*
Frank Charnley, *Oboe*
Stephanie Chase, *Violin, Chamber Music*
Peter Cokkinias, *Wind Ensemble*
Notburga Heinzel-Connolly, *German*
Bruce Coppock, *Violoncello*
Anita Cummins, *French*

FACULTY

Dennis Cursio, *Stage Make-up*
Edward DeSoto, *Modern Dance, Repertoire*
Beatrice Dobelle, *Voice*
Ann Farquhar Dooley, *Ballet, Labananalysis*
John Douglas, *Opera, Vocal Coaching, Diction*
Paul Fried, *Flute***
Richard Given, *Trumpet*
Jacqueline Gourdin, *Piano, Keyboard Sight Reading*
William Grass, *Flute, Chamber Music*
Chandler Gregg, *Piano*
Roland Guidry, *Stage Make-up*
Gary L. Hedrick, *Music Education*
Max Hobart, *Orchestra***
Robert Honeysucker, *Voice*
Grace Hunter, *Voice*
Phillip Kaplan, *Flute**
Alfred E. Lee, *Piano, Ear Training, Piano Literature, Harpsichord*
Lillian Lee, *Voice, Vocal Literature*
Sally Lee, *Modern Dance, Composition, Pedagogy, Repertoire*
Robert Leibacher, *Speech, Acting, Introduction to the Theatre*
Thomas Leonard, *Music Education*
John Lepiarz, *Mime, Movement for Singers*
Harriet Lundberg, *Piano*
Caroline B. Mason, *Humanities*
Roy A. McArthur, *Musical Theatre*
Barbara H. McClosky, *Voice*
David Blair McClosky, *Voice, Voice Therapy*
Steven McConnell, *History of the Theatre, Shakespeare*
Dowell P. McNeill, *Organ, Church Music*
Rochelle McReynolds, *Modern, Jazz Dance*
Elsbeth Meuth, *Eurhythmics & Percussion*
John Moriarty, *Opera, Diction*
Katherine Murdock, *Viola, Chamber Music*
Clyde Nantais, *Ballet, Repertoire*
Thomas Newell, Jr., *French Horn**

FACULTY

Carol Nicolucci, *Music Education*
Sandra Nicolucci, *Music Education*
Hugo Norden, *Counterpoint, Composition, Harmony*
Dierdre O'Donohoe, *Ballet, Variations*
Andrea Olmstead, *Music History & Literature, Collegium Musicum*
Robert Olson, *Contrabass***
Louise Came Pappoutsakis, *Harp**
Leo Panesevich, *Violin***
Carole Ann Pastore, *Ballet, Pedagogy*
Bradley Pennington, *Vocal Coaching, Opera History*
Robert Pettipaw, *Trumpet*
Elisabeth Phinney, *Voice*
Iride Pilla, *Voice*
Richard Plaster, *Bassoon***
Attilio Poto, *Clarinet, Conducting, Ensembles**
Whitney R. Powers, *Kinesiology & Applied Anatomy*
Arthur Press, *Percussion, Percussion Ensemble***
Kenneth Radnofsky, *Saxophone, Bass Clarinet*
Ramon de los Reyes, *Spanish Dance*
Chester Roberts, *Tuba, Euphonium, Pedagogy, Music Education, Ensemble*
Janet B. Rodgers, *Speech*
Sue Ronson, *Jazz, Tap, Choreography for Musical Theatre*
Christopher Rozé, *Composition & Theory*
Barbara Sandick, *Psychology*
Mary Saunders, *Voice*
Cecelia Schieve, *Improvisation, Assistant Director, Opera, Vocal Performance*
Alfred Schneider, *Violin***
Valeria Secchi Short, *Italian*
Lorraine Spada, *Ballet, Sutton Movement Writing*
Ken Stanton, *Musical Theatre, Arranging, Music Fundamentals*
Ronald Thomas, *Violoncello*
Walter V. Tokarczyk, *Percussion*
Vyacheslav Uritsky, *Violin***

FACULTY

Glen Walant, *Trombone*
Henry Weinberger, *Opera, Vocal Coaching*
Susan White, *Ballet for Children & Adults*
Jung-Ja Woo, *Piano*
Michael Zaretsky, *Viola, Chamber Music***

**Former Member of Boston Symphony Orchestra*
***Current Member of Boston Symphony Orchestra*

PRESIDENT'S STATEMENT

In opening this catalog, you are taking the first step toward a commitment which will affect the rest of your life. Past joys and successes have led you to contemplate a career in the Performing Arts. Future joys and successes will be in direct proportion to the degree of commitment you make to your profession.

The mission of *Boston Conservatory of Music* is to assist you in achieving your goal in every way possible. The unique nature of our institution, in which music, dance, and theatre are taught, studied, performed, and enjoyed, provides an atmosphere wherein *involvement* is the byword. Our school is purposefully small in size to assure much individual attention to the growth and development of each future artist. Students are provided with constant opportunities to expand their knowledge and performance skills. The level of achievement you ultimately reach will in large part be determined by your present initiative and dedication.

The Performing Arts are noble professions. Whether you aspire to perform, compose, teach, or direct, be assured that the entire Conservatory family stands with me in pledging our support and assistance in helping you reach your goal.

William A. Seymour,
President

PROGRAMS of INSTRUCTION

music division composition & theory

John Clement Adams
Larry Bell
Alfred Lee
Hugo Norden
Christopher Rozé

DEGREES
Bachelor of Music in Composition
Master of Music in Composition

The Composition faculty endeavors to provide the student with the basic tools of the craft of composition.

A curriculum offering a thorough exploration of the theoretical subjects - harmony, counterpoint, and form - as well as private instruction in composition helps the student to become familiar with the techniques of various styles of the past and to discover his own mode of expression. Frequent composition concerts give the student the opportunity to hear his works performed in public.

The Composition faculty also offers the necessary theoretical foundation for non-composition majors. Studies in harmony, solfege, and form help the performer and teacher to develop a better understanding of the process of musical interpretation.

Undergraduate curriculum, page 50
Graduate curriculum, page 26

music division

guitar

Neil Anderson
Louis Arnold

DEGREES
Bachelor of Music
Master of Music
Conservatory Diploma

The guitar training program at *Boston Conservatory of Music* provides the guitarist with an opportunity to acquire skills essential for his professional career with respect to performing and teaching.

Guitar majors give public recitals in their Junior and Senior years, as the culmination of weekly lessons with their applied instructors. Chamber music is an integral part of the program. Eight semesters of Guitar Ensemble help ensure a comprehensive knowledge of the ensemble literature as well as a thorough understanding of research and interpretation techniques.

The Guitar major carefully studies the art of teaching in the guitar pedagogy class. Guitar Literature and Research Techniques classes provide a broader knowledge of the instrument and the music written for it. The repertoire performance class is a weekly opportunity for the guitarist to improve his performing abilities.

Guitar students have frequent opportunities to play early music in the Collegium Musicum and new music in the Contemporary Ensemble.

Undergraduate curriculum, page 51
Graduate curriculum, page 25
Conservatory Diploma curriculum, page 59

music division keyboard

H. Wilfred Churchill, *Piano*
Jacqueline Gourdin, *Piano*
Chandler Gregg, *Piano*
Alfred Lee, *Piano & Harpsichord*
Harriet Lundberg, *Piano*
Dowell P. McNeill, *Organ*
Jung-Ja Woo, *Piano*

DEGREES
Bachelor of Music
Master of Music
Conservatory Diploma

The Piano faculty stress the complete preparation of students in all aspects of their pianistic careers.

Piano majors give solo Junior and Senior Recitals before the public. Courses in pedagogy and accompanying assist the pianist in becoming more versatile as a teacher and performer. The many chamber ensembles give all pianists the opportunity to become familiar with a wide variety of chamber music repertoire. In addition to traditional Baroque, Classical, Romantic, and Contemporary literature, experimental works and new compositions by *Boston Conservatory* composers are explored.

The Organ faculty also stress excellence in performance and the exposure to a wide variety of repertoire and styles. Church music courses are offered to help provide students with a broader knowledge of the art.

Harpsichord is offered as a supplement to other majors.

Undergraduate Organ curriculum, page 54
Graduate Organ curriculum, page 25
Undergraduate Piano curriculum, page 55
Graduate Piano curriculum, page 25
Conservatory Diploma curriculum, page 59

liberal arts

Julie Budelis, *Humanities*
Notburga Heinzel-Connolly, *German*
Anita Cummings, *French*
Caroline Mason, *Humanities*
Barbara Sandick, *Psychology*
Valeria Short, *Italian*

The Liberal Arts faculty at *Boston Conservatory of Music* is working enthusiastically with the professional faculties toward the development of an academic curriculum that will be a significant resource to the developing artist.

A two-course, two year *Arts Core* offers the student a comprehensive opportunity to understand the relationship of art and culture (Freshmen year: *Art and Civilization*) and to explore and develop his own self-awareness, commitment, and creative processes (Sophomore year: *The Artist: Expression and Communication*). Liberal Arts electives - one of which must be a semester of *Literature: the Human Legacy* - provide an opportunity to analytically confront current socio-political, philosophical, educational, psychological, and scientific trends and issues from a humanistic perspective.

music division music education

David Wayne Bailey
Gary Hedrick
Thomas Leonard
Carol Nicolucci
Sandra Nicolucci
Chester Roberts
Walter Tokarczyk

DEGREES
Bachelor of Music
Master of Music

Boston Conservatory recognizes its responisibility to student and community alike and to the pursuit of excellence in its preparation of musician-teachers for the future. Only through comprehensive training will the beginning educator be able to meet the needs of contemporary schools.

Music Education Majors are given the unique opportunity to spend 8 full semesters in direct contact with learners in Greater Boston schools. Through field internships and senior student teaching, each student gains experience in instrumental, vocal, general music, and special education classes at the elementary, middle, and high school levels.

An intensive series of Core courses coupled with a comprehensive program of instrumental and choral methods courses allows the student to develop the diversity so essential to becoming a successful teacher and competitor in today's schools.

A new breed of young music teachers is needed . . . one which possesses the drive and stamina to welcome the adventure of a quickly changing world and a high degree of commitment to the furthering of excellence in arts education. *Boston Conservatory of Music* seeks to share this adventure.

Undergraduate curriculum, page 52
Graduate curricula, page 27

music division
music history & literature

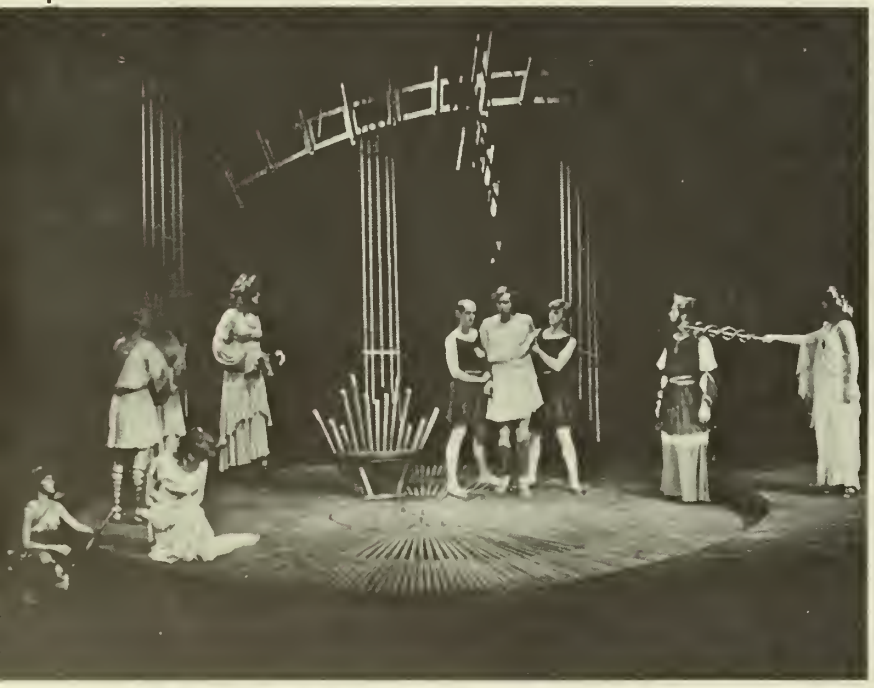
Alfred Lee
Lillian Lee
Andrea Olmstead
Bradley Pennington

The Music History and Literature program is constructed to serve the needs of the scholarly performer. All music majors study representative periods of music history and literature. Additional studies are allowed through elective courses.

Course content is based on the sequential study of a particular period with concentration on pertinent readings and listening assignments. The goal is a knowledge of composers, their music, and the contexts in which they are found.

music division opera

John Moriarty, *Director & Conductor*
Cecelia Schieve, *Assistant Director, Improvisation*
John Douglas, *Musical Assistant*
Henry Weinberger, *Musical Assistant*
Ruth Sandholm Ambrose, *Ballet, Movement*
John Lepiarz, *Mime, Movement*
Roland Guidry, *Stage Make-up*



Cavalli's *L'Egisto* (Opera Department)

DEGREES
Bachelor of Music
Master of Music
Artist Diploma

The opera training program is a comprehensive course of study designed to prepare the singer in the various skills needed by the present-day performer.

Special emphasis is given to the study of scenes and arias from the standard repertoire. Scenes and arias which have been prepared under the supervision of the artist-faculty are presented before the public in a series of scenes programs which are scheduled at regular intervals throughout the Fall.

Weekly instruction is given in Acting and Improvisation, French, Italian, and German Diction, Stage Make-up, Ballet, Movement, Mime and Aria Coaching. In addition, musical rehearsals are scheduled as necessary.

Two fully staged productions with orchestra are mounted during the Spring Semester for presentation to the public. The Opera Theatre has earned a reputation for providing productions of highest artistic merit and are frequently compared in the press with professional companies in the New England area.

In recent seasons, the Opera Theatre has presented productions of *The Ballad of Baby Doe, The Marriage of Figaro, The Bosom of Tiresias, Il Trittico, Dialogues of the Carmelites, Riders to the Sea, A Month in the Country, Signor Deluso, L'Egisto, Sancta Susanna,* the American premiere of *The Vampyre,* and the world premiere of *The Tell-Tale Heart.*

Undergraduate curriculum, page 53
Graduate curriculum, page 28
Artist Diploma curriculum, page 28

music division strings & harp

Edwin Barker, *Contrabass*
Emanuel Borok, *Violin*
Stephanie Chase, *Violin, Chamber Music*
Bruce Coppock *Violoncello*
Katherine Murdock, *Viola, Chamber Music*
Robert Olson, *Contrabass*
Leopold Panesevich, *Violin*
Louise Came Pappoutsakis, *Harp*
Alfred Schneider, *Violin*
Ronald Thomas, *Violoncello*
Vyacheslav Uritsky, *Violin*
Michael Zaretsky, *Viola*

DEGREES
Bachelor of Music
Master of Music
Conservatory Diploma

The String faculty strive to develop the technical proficiency and the musical maturity of their students through an intesive studio experience. Special emphasis is placed on orchestral training and chamber music coaching. In addition, students enjoy an association with master teachers and guest artists in master classes, performance classes, and in the preparation of chamber concerts which are scheduled throughout the year.

The faculty of nationally known performers includes members of the Boston Symphony Orchestra. Together, the String faculty bring to their students many years of performing and teaching experience, and are devoted to the development of young string players.

The curricular structure and requirements are designed to allow students a minimum of 4 hours practice time daily.

music division

strings & harp

(continued)

The Scholarship Quartet has been established to assist four outstanding musicians in realizing their professional potential through specialized instruction and coaching. Other chamber music groups coach weekly and perform on regularly scheduled chamber music concerts. The many performing organizations and the proximity of the Dance and Theatre Divisions provide interested students with other performing opportunities.

Instruction in Harp is available both as a major field of study, and as a supplement to those majoring in other areas. Emphasis is placed on solo and ensemble playing.

Undergraduate curriculum, page 56
Graduate curriculum, page 25
Conservatory Diploma curriculum, page 59

music division voice

Beatrice Dobelle
Robert Honeysucker
Grace Hunter
Lillian Lee
Barbara McClosky
David Blair McClosky
Elisabeth Phinney
Iride Pilla
Mary Saunders

DEGREES
Bachelor of Music
Master of Music
Conservatory Diploma

The Voice program at the Conservatory is designed to assist the young singer to achieve technical proficiency and build a foundation which will lead to a true mastery of the art of good singing. Every aspect of the vocal art is developed, including solo and choral techniques. A significant portion of the course structure is devoted to the study of languages and their pronounciation on the stage.

Performance is considered of principal importance to all students, both majors and concentrates, and performance skills are developed through solo and ensemble performing in recital, in opera, and with instrumental groups. Formal Junior and Senior Recitals are presented by all voice majors; Senior Recitals are presented by voice concentrates. Students are expected to perform appropriate literature from all periods and genres, including the German *lied,* the French *mélodie,* and contemporary art song.

There are outstanding opportunities for the singer who demonstrates potential and artistic dedication, to make significant strides toward a successful career in singing.

Undergraduate curriculum, page 57
Graduate curriculum, page 25
Conservatory Diploma curriculum, page 60

Vocal Master Class with guest artist Hugues Cuenod

music division winds & percussion

Frank Charnley, *Oboe*
Paul Fried, *Flute*
Richard Given, *Trumpet*
William Grass, *Flute*
Phillip Kaplan, *Flute*
Thomas Newell, Jr., *French Horn*
Robert Pettipaw, *Trumpet*
Attilio Poto, *Clarinet*
Richard Plaster, *Bassoon*
Arthur Press, *Percussion*
Chester Roberts, *Tuba, Euphonium, Brasses*
Walter V. Tokarczyk, *Percussion*
Glen Walant, *Trombone*

DEGREES
Bachelor of Music
Master of Music
Conservatory Diploma

The program of study for Wind and Percussion players is designed to allow the development of the student's technical and musical skills in orchestral, wind ensemble, and chamber music literature, as well as in the solo repertoire for his instrument.

Programs of study include not only private instruction in the principal instrument, but also keyboard training, theory, music history and literature, composition, conducting, and a wide variety of liberal arts courses. There is an emphasis on the concept of intelligent performance along with the cultivation of a spirit of the ensemble.

All students must perform at least one public recital which demonstrates a high degree of artistry, and outstanding performers may audition for solo appearances with major performing organizations.

Undergraduate curriculum, page 58
Graduate curriculum, page 25
Conservatory Diploma curriculum, page 59

dance division

Ruth Sandholm Ambrose *(Division Chairperson), Ballet, Repertoire, Pedagogy*
Dianne Arvanites, *Modern*
Edward DeSoto, *Modern, Repertoire*
Ann Farquhar Dooley, *Ballet, Labananalysis*
Sally Lee, *Modern, Composition, Pedagogy, Repertoire*
Rochelle McReynolds, *Modern, Jazz*
Elsbeth Meuth, *Eurhythmics & Percussion*
Clyde Nantais, *Ballet, Repertoire*
Dierdre O'Donohoe, *Ballet, Variations*
Carole Ann Pastore, *Ballet, Pedagogy*
Whitney Powers, *Kinesiology & Applied Anatomy*
Ramon de los Reyes, *Spanish*
Sue Ronson, *Jazz, Tap, Choreography for Musical Theatre*
Lorraine Spada, *Ballet, Sutton Movement Writing*
Susan White, *Ballet for Children & Adults*

DEGREES
Bachelor of Fine Arts
Conservatory Diploma

The professional dance course at *Boston Conservatory of Music* is an integrated program of Ballet, Modern, Jazz, and Ethnic techniques. Pedagogy and choreographic elements develop through the four years with more complexity as the student develops. A high standard of training is acquired from the professional faculty, giving a strong mastery of the techniques.

The student has many opportunities to perform through choreographic workshop programs, musicals, community programs, and with the Boston Dance Theatre. Emphasis is on the performing professional dancer who can teach or choreograph, with constant guidance by the faculty toward a major concentration.

Students enrolled in degree programs at other institutions may be eligible to receive academic credit for certain courses taken through the Dance Division.

Undergraduate curriculum, page 61
Conservatory Diploma curriculum, page 62

theatre division

Bobbie Ausubel, *Acting, Theatre Seminar, Modern Drama*
Julia Boynton, *Tap Dancing*
Francis Brault *(Director of Technical Department), Stagecraft*
Glenne Bruce, *Speech*
Dennis Cursio, *Stage Make-up*

DEGREES
Bachelor of Fine Arts in Acting/Directing
Bachelor of Fine Arts in Musical Theatre
Conservatory Diploma in Musical Theatre

Arthur Miller's *A View From the Bridge* (Theatre Department)

Harlan F. Grant, *Chairman Emeritus*
Robert Leibacher, *Acting, Speech, Introduction to Theatre*
John Lepiarz, *Mime*
Roy McArthur, *Musical Theatre*
Steven McConnell, *History of the Theatre, Shakespeare*
Janet Rodgers, *Speech*
Ken Stanton, *Musical Theatre, Arranging, Musical Fundamentals*

The Acting/Directing and Musical Theatre curricula are designed to provide comprehensive training for the actor-director and the actor-singer-dancer, respectively. Acting, speech, and dance form the basis of both programs, to which the Musical Theatre program adds a concentration in voice. For Musical Theatre majors who have had extensive dance training, and who display an outstanding aptitude, an additional concentrate in dance may be arranged. Acting/Directing majors concentrate in directing and acting.

Integral to the course work is a schedule of major productions and workshops which aim at providing immediate and continuous performance experience to test and stretch the developing performer.

Academic requirements further enhance the program by creating a context for understanding the theatre's contributions to man's cultural life.

theatre division

Supervised experiences in directing and technical production complete the program, allowing the student personal contact with the total theatre experience.

Small classes in the Acting/Directing major directing courses allow an unusual number of opportunities for actual directing experiences.

Undergraduate Acting/Directing curriculum, page 63
Undergraduate Musical Theatre curriculum, page 64
Conservatory Diploma Musical Theatre curriculum, page 65

Moliere's *The Learned Ladies* (Theatre Department)

graduate division

DEGREES
Master of Music in Applied Music
Master of Music in Composition
Master of Music in Music Education
Master of Music in Opera Performance
Artist Diploma in Opera Performance

The Graduate Division offers courses leading to Master of Music degrees with Majors in Applied Music, Composition, Music Education, and Opera Performance. Those who hold Bachelor of Music degrees or other equivalent baccalaureate degrees with major in music from a school of recognized standing, are eligible to apply for admission. Records of undergraduate studies presented for entrance must represent work equivalent in quality and content to that prescribed for similar undergraduate degrees at *Boston Conservatory of Music.*

GENERAL REQUIREMENTS. The minimum requirements for the Master of Music degree is the completion of 32 credit hours of study, 26 of which must be earned in residence at the Conservatory. A grade of B or better must be earned in all courses. It may be assumed that completion of a graduate program will require at least 4 semesters of study.

Applied majors, or music education majors electing the recital option, are required to earn all of their applied music credits with *Boston Conservatory of Music* faculty.

Examinations will be administered during the week before the beginning of each semester in theory, ear training, and music history. Deficiencies, if any, will require prerequisite study without academic credit, and at additional cost. Prerequisites must be completed during the first two semesters of graduate study. A change of major from the undergraduate level will usually involve the fulfillment of prerequisites.

All graduate programs, including electives and changes of program, must be approved by the Graduate Coordinator, and all degree requirements must be completed within 5 years of the date of matriculation.

Full-time graduate students are required to participate in rehearsals and performances of major musical organizations without academic credit.

A comprehensive oral examination will be administered by the Graduate Committee upon completion of course requirements by all degree candidates.

Graduate electives must be chosen in accordance with the needs of the individual candidate in his chosen area of specialization *and with the advice and consent of the Graduate Coordinator.* No elective credit is granted for participation in performing ensembles.

master of music degree
applied music major

	Credits
Voice or Instrument	12
Music History Electives	6
*Approved Electives	14

**Students selected for Opera Workshop may earn 16 credits of electives, 4 credits per semester.*

Each candidate for the degree Master of Music with a major in Applied Music will be required to present a full-length public recital demonstrating high artistic accomplishment. The program for this recital must be approved by the applied instructor and the Graduate Coordinator. Specific requirements for the graduate level recital are available from the Graduate Coordinator. Credit for the final semester of applied study will be issued only upon successful completion of the recital.

Course descriptions begin on page 67

master of music degree
composition major

	Credits
Composition	12
Applied Music	4
Music History Electives	6
Approved Electives	10

In addition to the above, Composition majors are required to prepare a thesis. The thesis will be one of the following:

1. An original composition scored for full orchestra and requiring not less than 15 minutes in performance. The composition may be for chorus, solo voice or an instrument with orchestral accompaniment.
2. An original composition for chamber orchestra requiring not less than 15 minutes in performance.
3. An original orchestral composition scored for full orchestra, requiring not less than 10 minutes in performance, and a shorter work for chorus or an instrumental combination requiring not less than 5 minutes in performance.

Two bound scores of the thesis must be presented to the Conservatory Library no less than *two weeks* prior to the date of graduation. In addition, graduate students in composition are required to present a full recital or approximately 40 minutes duration of their original compositions.

Course descriptions begin on page 67

master of music degree
music education major

(Option A)

	Credits
Introduction to Graduate Study	2
Thesis	6
Music Education Electives	12
Applied Music	4
Music History Electives	6
Approved Electives	2

The Option A course requires the preparation of a thesis concerning an approved topic of interest and importance in the field of Music Education. Preparation of the thesis will be under the guidance of a faculty advisor. Two bound copies of the thesis must be submitted to the Conservatory Library *two weeks* prior to the date of graduation.

(Option B)

	Credits
Music Education Electives	12
Applied Music	12
Music History Electives	6
Approved Electives	2

The Option B course requires the preparation and presentation of a full-length public recital demonstrating high artistic accomplishment. The program for this recital must be approved by the applied instructor and the Graduate Coordinator. Specific requirements for the graduate level recital are available from the Graduate Coordinator.

Course descriptions begin on page 67

master of music degree
opera performance major

(Proposed)

	Credits
Opera Studio or Theatre	6
Voice	12
Opera History	6
*Opera curriculum electives	12
Performance of major role or public recital	

Puccini's *Gianni Schicchi* (Opera Department)

artist diploma

	Credits
Opera Studio or Theatre	6
Voice	12
*Opera curriculum electives	12
Performance of a major role	

**All electives must be selected with the advice and consent of the Chairman of the Opera Department and the Graduate Division Coordinator from the following:*

Movement for Singers
Stage Make-up
Improvisation
Mime
Diction
Advanced Diction
Opera Characterization & Audition Techniques
Vocal Pedagogy

The opera program is administered by the Boston Conservatory of Music in cooperation with the New England Conservatory of Music.

Course descriptions begin on page 67

MUSIC DIVISION. The Music Extension Division offers private non-credit instruction at all levels in the following: Bassoon, Clarinet, Composition, Conducting, Contrabass, Flute, French Horn, Guitar, Harpsichord, Oboe, Organ, Percussion, Piano, Theory, Trumpet, Violin, Violoncello, and Voice.

Lessons may be arranged at the mutual convenience of the student and the instructor on weekday afternoons and evenings or on Saturdays. Tuition charges are based on the 15 week semester and range from $120 to $350 depending on the instructor.

When there is sufficient enrollment, theory will be offered in classes meeting 3 hours weekly. There will be a charge of $45 for the semester.

Additional information may be obtained from the Music Extension Division.

DANCE DIVISION. Extension classes for adults, young people, and children are offered through the Dance Division, and are designed to give pleasure, health, and recreation. The work includes foundation technique, relaxation, correctiveness of posture and breathing, resilience, weight distribution, and specific dance techniques. With children and young people, additional emphasis is placed on poise, the rudiments of classical ballet, dramatic expression, and creative movement.

There is a charge of $65 for a semester of 1 hour classes or $80 for a semester of 1 1/2 hour classes.

Students enrolled in degree programs at other institutions may be eligible to receive academic credit for certain courses taken through the Dance Division. Tuition will be charged on a per credit hour basis (see page 136).

Registration information may be obtained from the Dance Extension Division.

GENERAL INFORMATION

a short history

Boston Conservatory of Music was founded February 11, 1867, by the eminent musician, Julius Eichberg, under whose leadership the Conservatory gained a standing among leading music schools, attracting students from all parts of the country.

Following the death of Mr. Eichberg in 1893, the Conservatory came under the direction of R. Marriner Floyd, with noted organist and composer, Herman P. Chelius, serving as musical director. The school was first incorporated under the laws of the Commonwealth of Massachusetts in 1896, with reorganizations in 1905 and 1914.

In 1920, Agide Jacchia, an honor graduate of the *Conservatorio di Pesaro,* was appointed director. For ten years conductor of the Boston Pops Orchestra (1917-1926), his knowledge and wide experience proved of inestimable value in establishing the prestige of the Conservatory. He continued as director until his death in 1932 and was succeeded for a short time by his widow, Mme. Ferrabini Jacchia.

In 1933, the Conservatory came under the leadership of Albert Alphin, a former pupil and teacher at the school. He was responsible for reorganizing the school as a non-profit institution, acquiring its present complex of buildings on The Fenway and the construction of the theatre building in 1949. Innovations under his guidance included the formulation of the Music Education Department in 1933 and the establishment of the theatre and dance departments, offering baccalaureate degrees. This combination was unique in making the school one of the first conservatories in the country to offer professional training in the three performing arts.

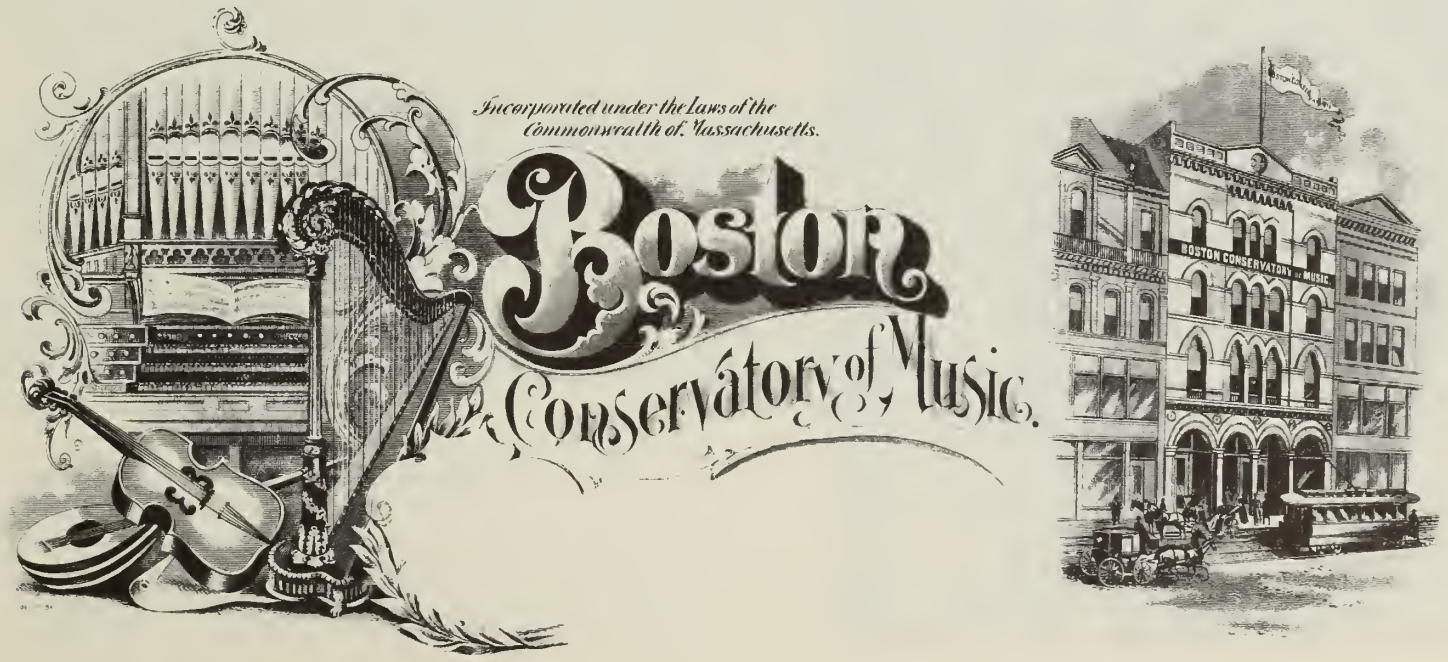
In 1967, in the hundredth year of the Conservatory, George A. Brambilla was elected as fifth president of the Conservatory, having served as Dean since 1963. It was during his tenure that further recognition was granted the Conservatory by national and regional accrediting agencies. The expansion of facilities allowed for dramatic growth of student body and faculty, enhancing the Conservatory's standing in the educational community.

In 1979, Dale A. DuVall, formerly vice-president for business operations, was appointed president. During his administration many business functions were modernized and a system of automatic data processing was instituted in the business and registrar's offices.

William A. Seymour was appointed seventh president of the Conservatory in August, 1981, following an affiliation with the Conservatory extending back to 1967 when he served as associate dean and director of the chorale. Mr. Seymour brings to the Conservatory his many years of expertise in administration in arts education. He has addressed himself to the development of student resources, continuing to cultivate an outstanding professional faculty, and offering the highest quality education in the three performing arts.

The Boston Conservatory of Music is committed to the belief that performance is fundamental to any career in the arts, and it is with this belief that the Conservatory seeks to develop performance skills in all students. The faculty of performing artists, composers, and scholars have an earnest commitment to teaching and encouraging students in all areas of their art.

It is the purpose of *Boston Conservatory of Music* to provide professional training in the three performing arts, reinforced by a sound general education that will make its graduates more resourceful as performers and teachers. The numerous graduates now successfully active as professionals and as teachers speak for the realization of this purpose. To its continued realization, the faculty and administration are wholeheartedly devoted.


Incorporated under the Laws of the Commonwealth of Massachusetts.
Boston
Conservatory of Music.
BOSTON CONSERVATORY OF MUSIC

facilities & residences

The Conservatory buildings are situated in the Fenway section of Boston's historic Back Bay. The main administration and teaching building faces a metropolitan park area designed by noted landscape architect Frederick Law Olmstead during the late 19th century. In this building are located the administrative offices, classroom and studio teaching facilities, the Albert Alphin Music Library, and two principal concert halls, the Assembly Hall and the Concert Room. The Music Education Curriculum Laboratory contains a collection of curricular materials for teaching kindergarten through 12th grade. Within this collection are teaching aids such as Orff Instruments, rhythm instruments, tape recorders, record players, synthesizers, slide projectors, film-strip projectors and viewers, and opaque and overhead projectors. In addition to being the principal teaching space of the Music Education Department, the lab is a central location for student meetings and information sharing. The lab is supervised by Work-Study students from within the Music Education Department.

Located in the same block is the Conservatory Theatre Building, housing the Dance Division with five large fully-equipped studios, and the Theatre Division with teaching and workshop facilities, and the 400-seat Boston Conservatory Theatre.

The Conservatory maintains residence halls for men and women located near the teaching buildings. Each of these facilities is a converted town house and is notable for its comfortable atmosphere and friendly cooperation. The dining hall is located within one of the residences and offers several meal plan options to resident and non-resident students. (See page 137).

Those who wish to reserved dormitory accomodations should notify the Conservatory immediately upon their acceptance. A deposit of $100 is required to confirm the dormitory reservation. This deposit is not refundable, but is transferrable to the student's tuition account.

the albert alphin music library

Cathy S. Balshone, *Head Librarian*
Lynn Loring, *Circulation & Periodicals Librarian*
Reginald Didham, *Cataloguer & Reference Librarian*

The Albert Alphin Music Library, located on the second floor of the main administration building at 8 The Fenway, houses a specialized collection of books, scores, periodicals and audio-visual materials supportive of the curricula at the Conservatory. Particular strengths are in the areas of music performance, music history and literature, music education, opera, musical theatre, world drama, dance history, dance notation, and choreography. Additionally, there is a representative core collection of college-level books in the liberal arts. Standards for collection development and operational procedures are followed as set by various professional organizations. To meet the needs of the faculty and students, the Library increases its holdings substantially each year. The total collection is estimated at 40,000 volumes.

The complete works of major composers and a broad representation of minor and contemporary composers are represented through the 1,700 volumes of urtext editions of *Gesamtausgaben,* collections of study scores, performing editions, and sound recordings. Performing editions include repertoire for orchestra, string orchestra, chamber orchestra, concert band, chamber ensembles, stage band, chorus and solo instruments, notably keyboard and guitar. An extensive collection of opera scores and libretti, including many rare editions, along with scores for *lieder* and art songs, form the vocal repertoire collection. Also housed are the compositions of Boston Conservatory faculty and composition majors, along with Boston Conservatory masters degree theses in music education.

A separate section of the library contains the drama & musical theatre collection containing many volumes on world playwrights, the history of world drama, plays, mime, and monologues from all periods, and related areas of costume, fashion, masks, make-up, lighting, set design and stagecraft. Also included in this collection are musical theatre scores and books, along with sound recordings of plays and music.

the albert alphin music library

A noteworthy collection is the Jan Veen-Katrine Amory Hooper Memorial Collection containing many rare and foreign books on dance and art. Within the dance section, which contains books on dance history, biography, dance forms, and choreography, is a special collection on the subject of dance notation. Represented here is the chronological development of the Sutton Movement Shorthand. Created by former faculty member, Valerie Sutton, it is an innovative system of movement notation for the dance in use nationally with a broad range of applicability, such as working with the deaf. Visual aids include video tapes of faculty and student choreography and performances, and slides on dance and art history.

Listening facilities are housed in both the Main Library and the Music Education Resource Center, which also contains a specialized collection of print and non-print teacher training materials. Audio-visual equipment includes listening tables equipped for individual or group use with turntables, reel-to-reel, and cassette tape decks, as well as a video tape receiver and deck, and slide, film, and filmstrip projectors. In addition to phonograph recordings of musical repertoire from the earliest history to the present, there are audio and video tape archives of Conservatory performances by all three divisions and recordings of plays, speech dialects, operas, operettas, musical theatre works, and the spoken arts.

The Library's resources are supplemented by the wealth of academic and special libraries to be found in the Boston area, notably in those sixteen libraries comprising the Boston Area Music Libraries (BAML). Visitor passes for research purposes may be obtained and materials may be borrowed through the interlibrary loan system which also gives users access to libraries across the nation. The famous Boston Public Library with its historic collections is easily available due to proximity. The Conservatory Library's growth is regularly enhanced by benefactors whose contributions to a broad range of the Library's many collection areas are deeply appreciated.

the albert alphin music library

The Library is open 76 hours per week, with reference service available at all times. Prior to examinations, hours are extended. During the academic year, Library hours are:

M - Th . . . . . *8:00 AM - 10:00 PM*
F . . . . . *8:00 AM - 5:00 PM*
Sa . . . . . *10:00 AM - 5:00 PM*
Su . . . . . *1:30 PM - 5:30 PM*

Closed during all school holidays. Prior to examinations the Library is open until 11:00 PM, Monday through Thursday.

Summer hours are:

M - F . . . . . *9:00 AM - 5:00 PM*
Closed Saturdays & Sundays.

A handbook explaining policies and procedures is available in the Library. Materials circulate to Boston Conservatory students, faculty, staff, and alumni. Outside students may borrow only through the inter-library loan system. Borrowing by community musical organizations is on a rental basis only, and must be approved by the Head Librarian. Guests are requested to make an appointment prior to visiting the Library.

public performances

The Conservatory offers a full schedule of public performances. Indeed, proficiency in performance is regarded as fundamental to an education in the arts. More than 250 public performances are offered to Boston audiences throughout the academic year from faculty and student solo recitals, senior dance projects, workshops, and major departmental performances by the Boston Conservatory Dance Theatre, the Boston Conservatory Theatre Company, the Opera Theatre, the Symphony Orchestra, and the Wind Ensemble.

Faculty and guest artists appear frequently throughout the year. Regular attendance at these performances and participation by students is required as a vital part of the educational experience at the Conservatory.

BCM Symphony Orchestra, Max Hobart, Conductor

performing organizations

Boston Conservatory Dance Theatre
Boston Conservatory Theatre Company
Opera Theatre
Symphony Orchestra
Wind Ensemble
Chamber Ensembles
Contemporary Ensemble
Collegium Musicum
Guitar Ensemble
Vocal Performance Class
Jazz Ensemble

Students who demonstrate outstanding performance ability are invited to audition for solo appearance with the major performing organizations.

student life

STUDENT GOVERNMENT. The administration, faculty, and student body enthusiastically support the Student Government Organization. Officers to the Student Government are elected annually from the student body and represent Music, Dance, and Theatre Divisions. A working association between Student Government and the faculty, administrative family, and board of trustees, assures that students are kept aware of vital Conservatory issues and have an opportunity to contribute to the operations and long range planning of the institution.

DORMITORY LIFE. Conservatory residences provide a setting in which students from all Divisions have the opportunity to interact and socialize.

The residence staffs and students work together to plan special events throughout the year, such as a free film series, coffeehouses, post-recital receptions, holiday parties, and formal and informal dances. Non-resident Conservatory students are also welcome to attend most of these activities.

SIGMA ALPHA IOTA FRATERNITY. Membership in this international professional fraternity for women in the field of music is based on scholarship, musicianship, personality, and character. Undergraduate students and faculty members of schools throughout the world are members of this organization. Overall membership includes alumnae, patronesses, and honorary members, among whom are prominent concert artists, teachers, composers, and art patrons of exceptional musical standing.

PHI MU ALPHA SINFONIA FRATERNITY. This is a professional music fraternity dedicated to the advancement of music and to brotherhood among men engaged in music or music-related activities. Membership includes students, conductors, performers, composers, arrangers, teachers, publishers, radio and TV personalities, etc. A candidate for membership is selected by a chapter vote based upon his character and his musical and academic qualification.

The Sinfonia Foundation is a fraternity-sponsored corporation whose purpose is to extend the professional and philanthropic activities of Phi Mu Alpha Sinfonia. The Foundation

provides grants for scholarship and research in music, encourages the creation of new works through a commissioning program, and extends support to worthwhile projects involving music or music-related activities. The primary purpose of this fraternity is to encourage and actively promote the highest standards of creativity, performance, education, and research in music in America.

MUSIC EDUCATORS NATIONAL CONFERENCE. The Conservatory's Chapter 336 of MENC is a student chapter of the national organization and is affiliated with the Massachusetts Music Educators Association. The purpose of the chapter are as follows: to improve the professional competence of the membership through workshops, demonstrations, and clinics which supplement the music education major's curriculum; to communicate the achievements and concerns of the profession to the student members; to serve as a channel of communication to others within the profession, at the Conservatory and at other institutions; and to help maintain close contact with outstanding professional teachers.

Some recent chapter activities include Dalcroze Eurhythmics Workshops, a marching band clinic, recitals, fund-raising drives, presentations at Massachusetts All-State Conventions, attendance at state conventions, and workshops. Chapter 336 presents a commencement award to the music education senior who is voted by the Chapter as the outstanding musician and scholar who has contributed significantly to the Music Education program and the Chapter.

ARTS IN BOSTON. Boston is rich in cultural activities and organizations. Symphony Hall, home of the Boston Symphony Orchestra, is within the neighborhood, as is the Museum of Fine Arts. The Boston Ballet, Opera Company, and the many professional and non-professional theatres offer an almost endless variety of entertainment activities.

REGULATIONS

regulations

ATTENDANCE. Regular attendance at classes, lessons, and rehearsals is essential to the successful completion of all Conservatory courses. Absence due to illness or other emergency may be excused if supported by a statement from a physician or other medical authority or if approved by the Academic Dean. Unexcused absences may not exceed the hour equivalent of the number of credit hours earned in the semester for class subjects. Excessive absence may result in the dismissal from the course with a failing grade.

Unexcused absence from private instruction is not permitted. Lessons missed due to unavoidable absence will be made up providing 24 hours advance notice is given to the instructor. Lessons are forfeited unless proper notice is given. All lessons that are made up must be completed during the current semester.

Any member of a musical, dance, acting, or musical theatre organization who fails to participate in a public performance will forfeit credit for the course.

Attendance at Commencement is compulsory for all graduating students. A penalty of $25 (in addition to the Graduation Fee) will be assessed any student who is absent, and the student must present himself at the Conservatory in person before his degree (diploma) will be released.

Regular attendance at public performances by students is regarded as a vital part of education at the Conservatory. Attendance requirements are strictly enforced.

AUDITING. Matriculated students wishing to audit courses must receive approval from the instructor and the Academic Dean. Students auditing courses may attend and participate in classes, but are not responsible for assignments or examinations and will receive neither grades nor academic credit. Full tuition is charged for courses audited.

CHANGE OF COURSES. Changing a course or class is permitted only with the approval of the Registrar. Such changes must be recorded with the Registrar's Office before they become official. No course or class change will be permitted after the second week of classes.

CHANGE OF INSTRUCTOR. After careful consideration and with the consent of the applied instructor, the student may elect to change instructor once during his program of undergraduate study. Permission must be obtained from both of the instructors and the Academic Dean.

regulations

CLASS SIZE. In order to offer instruction in classes, there must be a minimum undergraduate enrollment of 7. When there is insufficient enrollment, the class may be offered in a subsequent year, or another class may be substituted with the approval of the Academic Dean. Minimum enrollment for a graduate course is 5.

CONCERT HOURS. Weekly concerts give music students the opportunity to perform before the faculty and fellow students. Minimum performance requirements are as follows:

	Applied	*Music Education & Composition*
Freshman year 1	2nd semester	1 2nd semester
Sophomore year 1	per semester	1 per semester
Junior year 2	per semester	1 per semester
Senior year 2	per semester	1 per semester
Graduate Students (full-time) 2	per semester	2 per semester

CREDIT LOADS. A student is considered full-time at the undergraduate level if carrying 12 credit hours per semester (diploma curriculum, 10 hours). Graduate students are considered full-time if carrying 8 credit hours per semester. The allowable credit load in any semester is determined by the student's individual curricular requirements as specified in this catalog. Students wishing to elect additional courses must have the approval of the Academic Dean. There will be an additional charge on a per course or per credit hour basis.

EXAMINATIONS. All students following a degree or diploma curriculum are required to take examinations in their courses as scheduled at the end of each semester.

Students seeking credit in applied music courses must perform before a faculty jury at the end of each semester of study according to the Regulations and Requirements Governing Recitals and Jury Examinations. The jury grade constitutes a percentage of the student's applied music grade for the semester. Students with an unsatisfactory record of attendance (fewer than 13 lessons per semester) will not be admitted to the jury examination and will be graded "E".

Composition students in their sophomore, junior, senior, and graduate years must submit their recent works to a jury composed of members of the Composition faculty at the end of the year. Written comments and a grade of Pass or Fail will be issued.

regulations

GRADING SYSTEM

Letter Grade	*Numerical Equivalent*	*Grade Quotient*
A	95-100	4.000
A-	90-94	3.700
B+	87-89	3.300
B	83-86	3.000
B-	80-82	2.700
C+	77-79	2.300
C	73-76	2.000
C-	70-72	1.700
D	65-69	1.000
E	below 65	none
W (Withdrawal)		none
I (Incomplete)		none
NC (No Credit)		none

The grade "I" (incomplete) may be issued to permit the student additional time to complete course requirements or to take missed final examinations only when the cause of the delay has been an authenticated illness or emergency. An incomplete grade issued at the end of the Fall Semester must be completed before the end of the fifth week of the following Spring Semester. An incomplete grade issued at the end of Spring Semester must be completed before the fifth week of the Fall Semester. An incomplete grade issued at the end of the Summer Session must be completed before the fifth week of the Fall Semester.

Failure to comply with this schedule will cause the incomplete grade to become an "E" and will so be noted on the student's transcript. The extension of an "I" is permissible only with the approval of the Academic Dean.

regulations

Undergraduate students carrying 12 or more credits in any semester (diploma candidates, 10 credit hours) will be placed on the Dean's List if achieving a grade point average of 3.300 or will be placed on the Dean's List with Honors if achieving a grade point average of 3.600 (with no grade below C-).

GRADE REPORTS. Fall grade reports may be obtained from the Registrar's Office at the beginning of Spring Semester. Spring grade reports will be mailed to the student's permanent home address. No grades will be released unless all financial obligations to the school have been satisfied.

GRADUATION REQUIREMENTS. All candidates for the undergraduate degrees and diplomas must provide evidence of successful completion of the curricula described in the catalog effective at the time of the student's matriculation. Students receiving grades below C- in more than twelve credit hours *will not be permitted to graduate.*

In addition to the precribed curricular requirements, students in the Music Division must observe the following requirements:

Applied Music Majors. Students must have studied a comprehensive repertoire in their major applied areas and must present solo recitals in the Junior and Senior years. Outstanding soloists may audition for performances with the Conservatory Orchestra or other major musical organization.

Music Education Majors. Students must have studied a comprehensive repertoire in their applied concentrate areas and must present a public recital in their Senior year. This recital must be performed from memory by piano and voice concentrates. Other instrumental concentrates must perform at least one major work or equivalent from memory.

regulations

Composition Majors. Students must give evidence by examination that they have acquired proficiency in their applied concentrate instruments and must present for approval a folio of original compositions (neatly written in ink) as follows:

1. No fewer than five works in small forms such as piano pieces, songs and/or solos for orchestral instruments.
2. A composition in fugal form for string quartet, woodwind or brass ensemble.
3. An example of sonata form for piano or for an ensemble combination.
4. A composition of symphonic proportions or a work for chorus and orchestra (minimum duration of 10 minutes). Two copies of this final work must be appropriately bound and presented to the Conservatory Library two weeks prior to the date of graduation.
5. A senior recital of 30 minutes duration, prepared and presented under the supervision of the student's applied concentrate instructor.
6. A recital of approximately 20 minutes duration of the student's original compositions.

Composition majors are required to have their works performed in at least four student composition concerts in as many years.

PLACEMENT EXAMINATIONS. Upon entrance to the Conservatory, placement examinations are administered to all students. Dancers are placed in graded levels in all technique classes based on their ability. Academic credit for technique classes is based on the requirements of the curriculum, whatever the actual level of the class.

Music students may be given advanced standing as a result of placement examinations administered prior to the beginning of each semester.

PROBATION. Students carrying a grade point average of 1.700 or below will be placed on academic probation for the semester. Significant improvement must be shown in the following semester or dismissal will result.

PROMOTIONAL AUDITIONS. At the conclusion of the third semester of applied music or dance study, each student is evaluated by the faculty for promotion. The faculty will vote to advance or detain the student as well as issue a jury grade for the semester.

If promotion is granted, the student will be given a grade by the jury and it is presumed that only unforeseen circumstances will prevent the normal completion of subsequent curricular requirements. If promotion is denied, the jury will issue no grade, and the student will be allowed one additional probationary semester in which to achieve promotion. Failure to achieve promotion will result in dismissal from the Conservatory.

Promotionals for Composition majors will be held at the end of the fourth semester at which time members of the Composition faculty will examine the student's recent works.

REGISTRATION. Advanced registration is required of all students. A non-refundable deposit of $50 is required at the time of advance registration. Fall registration for returning students occurs in the preceding April. Spring registration occurs in the preceding November. A late fee of $25 will be assessed of all students who fail to meet the published deadline dates. (See Academic Calendar, inside front cover.) Immediately prior to the beginning of classes, there is a period in which all students must report to the Registrar to obtain their schedule of classes. All financial obligations to the school must be satisfied before class schedules will be released to the student and clearance is given for class attendance.

Failure to comply with the above regulations will make it impossible for the student to attend classes.

WITHDRAWAL FROM COURSES. There is a 2 week period at the beginning of each semester when a course may be dropped or added. Following that period, a course may be dropped only with the approval of the Academic Dean. A grade of "W" will be recorded for the course, which will not be figured into the student's grade point average. No student will be allowed to withdraw from any course after the 13 week of classes.

WITHDRAWAL FROM ENROLLMENT. If after careful consideration the student feels it would be in his best interest to withdraw from the Conservatory, he should confirm his intentions with the Academic Dean. The exact date that withdrawal becomes effective is most important in determining adjustments to tuition charges and financial aid. Further information on the financial implications are discussed on page 137.

CURRICULA

bachelor of music composition major

Freshman	*Credits*
Composition	4
Applied Concentrate	4
Piano Class	2
Harmony	4
Counterpoint	4
Ear Training	4
Music Manuscript	1
Art & Civilization	6
General Psychology	3
Major Musical Organization	2

Sophomore	
Composition	4
Applied Concentrate	4
Piano Class	2
Harmony	4
Counterpoint	4
Ear Training	4
Instrumentation	2
Music History	4
Expression & Communication	6
Major Musical Organization	2

Junior	
Composition	8
Applied Concentrate	4
Harmony	4
Form & Analysis	4
Instrumentation	2
Music History	4
+ Liberal Arts Electives	6
Major Musical Organization	2

Senior	
Composition	8
Applied Concentrate	4
Counterpoint	4
Conducting	2
* Theory or Music History Electives	4
+ Liberal Arts Electives	9
Major Musical Organization	2

**Choose from Form & Analysis 3-4, Songwriting 1-2, or Music History.*

+3 credits of "Lit: The Human Legacy", required of all degree candidates.

Course descriptions begin on page 67

bachelor of music
guitar major

Freshman	*Credits*
Guitar	8
Piano Class	2
Ear Training	4
Harmony	4
General Psychology	3
Liberal Arts Elective	3
Arts & Civilization	6
*Guitar Literature	2
Guitar Ensemble	2
Major Musical Organization	2

Sophomore	
Guitar	8
Piano Class	2
Ear Training	4
Harmony	4
Music History	4
Expression & Communication	6
Guitar Ensemble	2
Major Musical Organizations	2

Course descriptions begin on page 67

Junior	
Guitar & Junior Recital	8
Counterpoint	2
Form & Analysis	4
Conducting	2
Music History	4
Guitar Repertoire Class	2
*Guitar Pedagogy	2
+ Liberal Arts Electives	6
Guitar Ensemble	2
Major Musical Organization	2

Senior	
Guitar	8
Senior Recital	2
Theory Elective	4
Instrumentation	2
Composition	4
Research Techniques	2
+ Liberal Arts Electives	6
Guitar Ensemble	2
Major Musical Organization	2

**Offered in alternate years only*

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

bachelor of music
music education major

Freshman	*Credits*
Music Education Core	2
Applied Concentrate	4
Piano Class or Accompanying (if piano concentrate)	2
Guitar Class	1
Clarinet or Trumpet Class	2
Intro. to Instrumental Methods	2
Ear Training	4
Harmony	4
Art & Civilization	6
Liberal Arts Electives	6
Major Musical Organization	2

Sophomore	
Music Education Core	2
Applied Concentrate	4
Piano Class or Accompanying (if piano concentrate)	2
Woodwind Techniques, Methods & Materials	1
Brass Techniques, Methods & Materials	1
Ear Training	4
Harmony	4
Music History	4
Expression & Communication	6
General Psychology	3
Educational Psychology	3
Major Musical Organization	2

Course descriptions begin on page 67

Junior	
Music Education Core	6
Applied Concentrate	4
Violin Class	2
Percussion Techniques, Methods & Materials	1
Voice Class or Diction (if voice concentrate)	1
Conducting	2
Instrumentation	2
Instrumental & Vocal Arranging	2
Form & Analysis	4
Music History	4
+ Liberal Arts Electives	6
Major Musical Organization	2

Senior	
Music Education Core	11
Applied Concentrate	4
Senior Recital	2
Curriculum Development	2
Instrumental Methods	1
Choral Techniques, Methods & Materials	2
String Techniques, Methods & Materials	1
Philosophy of Education	3
Conducting Workshop	4
Major Musical Organization	2

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

bachelor of music
opera preparation major

(Proposed)

Freshman & Sophomore
(see Voice Curriculum, page 60)

At the end of the Sophomore year, the undergraduate voice major may apply for admission to the course of study leading to the degree Bachelor of Music, with Major in Opera Preparation, and will study the following curriculum.

Junior	*Credits*
Voice	8
Vocal Performance Class	4
Vocal Pedagogy	2
Movement for Singers	2
Diction	4
Music History	4
+ Liberal Arts Electives	6
French	6

Senior	
Voice	8
Vocal Performance Class or Opera Studio	4
Coaching	4
Movement for Singers	2
Stage Make-up	2
Music History	4
Theory or Music History Elective	4
+ Liberal Arts Electives	6
Senior Recital or Major Operatic Role Performance	2

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 67

bachelor of music
organ major

Freshman	*Credits*
Organ	8
Piano or Harpsichord	2
Ear Training	4
Harmony	4
Voice Class (M.E. 24)	1
General Psychology	3
Liberal Arts Elective	3
Art & Civilization	6
Major Musical Organization	2

Sophomore	
Organ	8
Ear Training	4
Harmony	4
Music History	4
Organ Literature	2
History of the Organ	2
Conducting	2
Expression & Communication	6
Major Musical Organization	2

Junior	
Organ & Junior Recital	8
Conducting	2
Counterpoint	4
Form & Analysis	4
Church Music	4
Music History	4
German	6
Major Musical Organization	2

Senior	
Organ	8
Senior Recital	2
Choral Methods (M.E. 25)	4
Composition	4
Keyboard Harmony	2
Service Playing	2
+ Liberal Arts Electives	6
Major Musical Organization	2

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 67

bachelor of music
piano major

Freshman	*Credits*
Piano	8
Ear Training	4
Harmony	4
Keyboard Sightreading	2
Keyboard Harmony	2
Piano Literature	2
Arts & Civilization	6
Major Musical Organization	2

Sophomore	
Piano	8
Ear Training	4
Harmony	4
Piano Ensemble	2
Music History	4
Expression & Communication	6
General Psychology	3
Major Musical Organization	2

Junior	
Piano & Junior Recital	8
Accompanying	2
Theory or Music History Electives	4
Form & Analysis	4
Counterpoint	4
Music History	4
+ Liberal Arts Electives	6
Major Musical Organization	2

Senior	
Piano	8
Senior Recital	2
Chamber Music Ensemble	2
Piano Pedagogy	2
Composition	4
Instrumentation	2
Conducting	2
+ Liberal Arts Electives	9
Major Musical Organization	2

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 67

bachelor of music
string & harp majors

Freshman	*Credits*
Major Instrument	8
Piano Class	2
Ear Training	4
Harmony	4
Chamber Music Ensemble	2
General Psychology	3
Liberal Arts Elective	3
Art & Civilization	6
Major Musical Organization	2

Sophomore	
Major Instrument	8
Piano Class	2
Ear Training	4
Harmony	4
Conducting	2
Music History	4
Chamber Music Ensemble	2
Expression & Communication	6
Major Musical Organization	2

Junior	
Major Instrument & Junior Recital	8
Counterpoint	2
Form & Analysis	4
Music History	4
Chamber Music Ensemble	2
+ Liberal Arts Electives	6
Major Musical Organization	2

Senior	
Major Instrument	8
Senior Recital	2
Pedagogy	2
* Theory/Music History Electives	4
Instrumentation	2
Composition	4
Chamber Music Ensemble	2
+ Liberal Arts Electives	6
Major Musical Organization	2

**Choose from Counterpoint 3-4, Arranging, Ear Training 5-6, or Music History.*

+ 3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 67

bachelor of music
voice major

Freshman	*Credits*
Voice	8
Piano Class	2
Ear Training	4
Harmony	4
Art & Civilization	6
Italian	6
Major Musical Organization	2

Sophomore	
Voice	8
Piano Class	2
Ear Training	4
Harmony	4
Expression & Communication	6
German	6
Major Musical Organization	2

Junior	
Voice & Junior Recital	8
Pedagogy	2
Diction	4
Music History	4
Vocal Performance Class	2
+ Liberal Arts Electives	6
French	6
* Major Musical Organization	2

Senior	
Voice	8
Senior Recital	2
Vocal Coaching	4
Music History	4
Conducting	2
** Vocal Literature	4
Vocal Performance Class	2
Theory/+ Liberal Arts Electives	4/6
* Major Musical Organization	2

**Students accepted to Opera Studio (by audition) will receive 3 credits per semester as Major Musical Organization.*

***Students accepted to Opera Studio may elect Vocal Literature at additional cost.*

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 67

bachelor of music
wind & percussion majors

Freshman	*Credits*
Major Instrument	8
Piano Class	2
Ear Training	4
Harmony	4
Chamber Music Ensemble	2
General Psychology	3
Liberal Arts Elective	3
Arts & Civilization	6
Major Musical Organization	2

Sophomore	
Major Instrument	8
Piano Class	2
Ear Training	4
Harmony	4
Conducting	2
Music History	4
Chamber Music Ensemble	2
Expression & Communication	6
Major Musical Organization	2

Junior	
Major Instrument & Junior Recital	8
Counterpoint	2
Form & Analysis	4
Music History	4
Chamber Music Ensemble	2
+ Liberal Arts Electives	6
Major Musical Organization	2

Senior	
Major Instrument	8
Senior Recital	2
Pedagogy	2
* Theory/Music History Electives	4
Instrumentation	2
Composition	4
Chamber Music Ensemble	2
+ Liberal Arts Electives	6
Major Musical Organization	2

**Choose from Counterpoint 3-4, Arranging, Ear Training 5-6, or Music History.*

+ 3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 67

conservatory diploma
instrumental major

Freshman	*Credits*
*Major Instrument	8
Piano Class	2
Ear Training	4
Harmony	4
Chamber Music Ensemble	2
Major Musical Organization	2

Sophomore	
*Major Instrument	8
Piano Class	2
Ear Training	4
Harmony	4
Counterpoint	4
Music History	4
Chamber Music Ensemble	2
Major Musical Organization	2

Junior	
Major Instrument & Junior Recital	8
Counterpoint	4
Form & Analysis	4
Music History	4
Chamber Music Ensemble	2
Major Musical Organization	2

Senior	
Major Instrument	8
Senior Recital	2
Pedagogy	2
Composition	4
Instrumentation	2
Conducting	2
Chamber Music Ensemble	2
Major Musical Organization	2

**When piano is the major instrument, 10 credits are granted for study during Freshman & Sophomore years and Piano Class is eliminated.*

Course descriptions begin on page 67

conservatory diploma
voice major

Freshman	*Credits*
Voice	8
Piano Class	2
Ear Training	4
Harmony	4
Italian	6
Major Musical Organization	2

Sophomore	
Voice	8
Piano Class	2
Ear Training	4
Harmony	4
Music History	4
German	6
Major Musical Organization	2

Junior	
Voice & Junior Recital	8
Diction	4
French	6
Music History	4
*Major Musical Organization	2

Senior	
Voice	8
Senior Recital	2
Coaching	4
**Vocal Literature	4
Vocal Pedagogy	2
Conducting	2
*Major Musical Organization	2

**Students accepted to Opera Studio (by audition) will receive 3 credits per semester as Major Musical Organization.*

***Students accepted to Opera Studio may elect Vocal Literature at additional cost.*

Course descriptions begin on page 67

bachelor of fine arts
dance major

Freshman	*Credits*
Dance Technique	10
Labananalysis	4
Composition	2
Music Fundamentals	4
Theatre Arts	3
Kinesiology & Applied Anatomy	4
Art & Civilization	6

Sophomore	
Dance Technique	10
Labananalysis	3
Sophomore Pedagogy	3
Composition	3
Eurhythmics & Percussion	3
History of Dance	3
Musical Styles	2
Movement Writing	3
Expression & Communication	6

Junior	
Dance Technique	10
Junior Pedagogy	3
Composition	3
Score Analysis	3
Repertoire	4
+ Liberal Arts Electives	6
Psychology	6

Senior	
Dance Technique	12
* Senior Pedagogy/Composition/ Laban-Dance Education	6
Forms & Styles	3
Repertoire	4
Senior Elective	6
Senior Project	2

**Choose two of the three*

+3 credits of "Lit: The Human Legacy" required of all degree candidates.

Course descriptions begin on page 94

conservatory diploma
dance major

Freshman	*Credits*
Dance Technique	10
Labananalysis	4
Composition	2
Music Fundamentals	4
Theatre Arts	4
Kinesiology & Applied Anatomy	4

Sophomore	
Dance Technique	10
Labananalysis	3
Sophomore Pedagogy	3
Composition	3
Eurhythmics & Percussion	3
Musical Styles	2
Movement Writing	3

Junior	
Dance Technique	10
Junior Pedagogy	3
Composition	3
Score Analysis	3
History of Dance	3
Repertoire	4

Senior	
Dance Technique	12
* Senior Pedagogy/Composition/ Laban-Dance Education	6
Forms & Styles	3
Repertoire	4
Senior Project	2

**Choose two of the three*

Course descriptions begin on page 94

bachelor of fine arts
acting-directing major

Freshman	*Credits*
Acting	6
Speech	4
Intro. to Theatre	3
Movement for Actors	4
Music Theatre Chorus	2
Stagecraft	4
Stage Make-up	1
Art & Civilization	6
Psychology	6

Sophomore	
Acting	6
Speech	4
Directing	4
Movement for Actors	4
Stagecraft	2
Theatre Seminar	4
History of Theatre	6
Expression & Communication	6

Course descriptions begin on page 101

Junior	
Acting	8
Directing	6
Movement for Actors	4
Theatre Seminar	4
Dramatic Literature	6
Shakespeare	6

Senior	
Acting	8
Speech	4
Directing	8
Movement for Actors	4
Theatre Seminar	4
Modern Drama	6

bachelor of fine arts
musical theatre

Freshman	Credits
Acting	6
Speech	4
Intro. to Theatre	3
Dance	4
Music Theatre Chorus	2
Stagecraft	4
Music Fundamentals	4
Stage Make-up	1
Voice (Private)	2
Art & Civilization	6

Sophomore	
Acting	6
Speech	4
Dance	4
Musical Theatre	6
Stagecraft	2
Voice (Private)	2
History of the Theatre	6
Expression & Communication	6

Course descriptions begin on page 101

Junior	
Acting	8
Directing	4
Dance	4
Musical Theatre	6
Voice (Private)	2
Shakespeare	6
General Psychology	3
+ Liberal Arts Elective	3

Senior	
Acting	8
Speech	4
Directing	6
Dance	4
Musical Theatre	6
Voice (Private)	2
Modern Drama	6

+ 3 credits of "Lit: The Human Legacy" required of all degree candidates.

conservatory diploma
musical theatre major

Freshman	*Credits*
Acting	6
Speech	4
Intro. to Theatre	3
Stagecraft	4
Music Theatre Chorus	2
Voice (Private)	2
Music Fundamentals	4
Stage Make-up	1
Dance	4

Sophomore	
Acting	6
Speech	4
Stagecraft	2
Musical Theatre	6
Voice (Private)	2
Dance	4

Junior	
Acting	8
Directing	4
Musical Theatre	6
Voice (Private)	2
Dance	4
History of Theatre	6

Senior	
Acting	8
Directing	6
Speech	4
Musical Theatre	6
Voice (Private)	2
Dance	4

Course descriptions begin on page 101

COURSE DESCRIPTIONS

music division
accompanying

Accompanying 1-2, 3-4. The study and techniques of piano accompaniment for vocal and instrumental literature; practical experience through work with student performers.
1 hour weekly; 1 credit per semester

Keyboard Sight Reading. An introduction to the concepts of style and interpretation. The development of visual, tactile and aural senses to assist the student in becoming proficient in the reading of music from various periods and styles.
1 hour weekly; 1 credit per semester

Piano 1-2. An introduction to basic keyboard skills: hand and fingering patterns, sight reading, harmonization using diatonic functions, and transposition. Supportive piano literature is assigned on an individual basis.
1 hour weekly; 1 credit per semester

Piano 3-4. A continuation of Piano 1-2, with emphasis on sight reading, harmonization (secondary and chromatic functions) and an introduction to score reading (vocal and instrumental). Supportive piano literature assigned on an individual basis.
1 hour weekly; 1 credit per semester

music division
applied music

Applied Music. Intensive private study of the technique and repertoire of the student's principal instrument. Applied music requirements and levels are determined by the instructor and confirmed by the faculty jury through periodic examination. Voice, instrumental and opera majors are assigned a one hour private lesson weekly. Music Education, Musical Theatre, and Composition majors are assigned one-half hour private lessons weekly. Students may elect additional instruction at extra cost. (See page 136.)

arranging

Arranging 1-2. Contemporary techniques in professional arranging; melodic analysis, harmonization of melody, close and open voicing, instrumentation, idiomatic harmonic progressions, characteristics of sectional versus ensemble arranging.

2 hours weekly; 2 credits per semester

Arranging 103-104. Advanced arranging techniques.

2 hours weekly; 2 credits per semester

music division
church music

Church Music 1-2. *Choir Training.* Methods of organization, rehearsal techniques, choral repertory, program building, various rituals, chant, pronounciation of church Latin.
1 hour weekly; 2 credits per semester

Church Music 103-104. Study and discussion of choral and instrumental literature of the church, new forms, and media of expression; individual assignments according to the student's interests; discussion of administrative policies in the operation of a church music program.
2 hours weekly; 2 credits per semester

Service Playing 1-2 (103-104). A study of the church service from the perspective of the organ console: the prelude, hymn playing and improvisation, conducting from the console and anthem accompanying.
1 hour weekly; 1 credit per semester (undergraduates)
2 hours weekly; 2 credits per semester (graduates)

History of the Organ 1-2 (103-104). A study of the character and potential of the organ as a musical instrument through the important schools of organ building, i.e. the early French organ, the organ of northern Germany, the French Romantic and the American classic organ. Special emphasis on the relationship of the instrument to the literature of the period.
1 hour weekly; 1 credit per semester (undergraduates)
2 hours weekly; 2 credits per semester (graduates)

Organ Literature 1-2. A discussion and performance of representative works of French, Italian, Flemish, Spanish, German, English and American organ composers from 1200 to the present.
1 hour weekly; 1 credit per semester

composition

Composition 1-2. The study of basic principles of composition through projects in harmonically, melodically and formally generated music in a variety of organizational techniques. Analysis of works in different styles leads to consideration of form. Works are composed for small groups of instruments.
2 hours weekly; 2 credits per semester

Composition 3-4. Private instruction in those techniques of composition most relevant to the student's needs and interests.
1/2 hour private lesson weekly; 2 credits per semester

Composition 5-6. A continuation of Composition 3-4
1 hour private lesson weekly; 4 credits per semester

Composition 7-8. Supervised composition of the Senior Thesis and continued study of relevant compositional techniques.
1 hour private lesson weekly; 4 credits per semester

Composition 109-110, 111-112. Advanced private study to develop the individual language of the student composer, leading to compositions for a variety of media and finally the Graduate Thesis.
1 hour private lesson weekly; 3 credits per semester

music division
conducting

Conducting 1-2. The elementary technique of conducting applied to both choral and instrumental music. Principles of attack and release, setting and changing tempi, phrasing and interpretation; practice in score reading.

1 hour weekly; 1 credit per semester

Conducting 3-4. Reading and analysis of more complex scores and more advanced baton technique.

1 hour weekly; 1 credit per semester

Conducting Workshop. The reading and performance of instrumental and vocal materials at various school levels; intensive study in score reading, instrumental transposition, musical terminology and applied solfege; occasional work with the basic instrumental methods class (M.E. 23).

4 hours weekly; 4 credits per semester.

Conducting 105-106. *Advanced Instrumental Conducting.* The investigation of more difficult problems confronting the instrumental conductor, with emphasis on orchestral procedures, performance practices, development of the orchestra, and instrumental requirements of major composers.

1/2 hour private lesson weekly; 2 credits per semester

Conducting 107-108. *Advanced Choral Conducting.* The investigation of the techniques of vocal score analysis, extended repertoire, performance practices and the proper interpretation concepts of various periods and styles of choral literature.

2 hours weekly; 2 credits per semester

music division
counterpoint

Counterpoint 1-2. Species counterpoint in two parts; double counterpoint; inventions in two parts.
2 hours weekly; 2 credits per semester

Counterpoint 3-4. Free counterpoint in three and four parts; canon and fugue.
2 hours weekly; 2 credits per semester

Counterpoint 5-6. Advanced study in fugue, canon, passacaglia; application of contrapuntal forms to contemporary music.
1/2 hour private lesson weekly; 2 credits per semester

Counterpoint 107-108. Double and triple counterpoint; contemporary techniques; linear counterpoint; analysis of representative works.
1/2 hour private lesson weekly; 2 credits per semester

music division
diction for singers

Diction 1-2 (103-104). The study of stage pronounciation and enunciation in Italian, French, and German, with comparisons made to the sounds in English, and utilizing the International Phonetic Alphabet.
2 hours weekly; 2 credits per semester (undergraduates)
2 hours weekly; 1 credit per semester (graduates)

Diction 105-106. The study of Italian, French, German and English diction with emphasis on aria interpretation through text projection.
2 hours weekly; 1 credit per semester

music division
ear training

Ear Training 1-2. A review of the fundamentals of music: notation, clefs, scales, tonality, intervals, chords, ornamentation and terminology. Rhythmic articulation and sight singing in treble and bass clefs. Rhythmic and melodic dictation. The system of stationary solfeggio syllables is used.
2 hours weekly; 2 credits per semester

Ear Training 3-4. Advanced studies in rhythmic singing and sight singing in alto and tenor clefs, harmonic dictation in two, three and four parts and in changing meter.
2 hours weekly; 2 credits per semester

Ear Training 5-6. Continuation of Ear Training 3-4.
2 hours weekly; 2 credits per semester

Advanced Ear Training 7-8. Advanced sight singing in contemporary idioms, applied solfege in various ensembles. Score reading, transposition, advanced dictation in contemporary styles.
2 hours weekly; 2 credits per semester

Solfege 109-110. An advanced course in sight singing in all clefs, harmonic dictation and transposition. Prerequisite: Ear Training 3-4 or equivalent.
1/2 hour private lesson weekly; 2 credits per semester

music division
form & analysis

Form and Analysis 1-2. A study of the principles of chord structure and harmonic rhythm as they affect form and content; consideration of non-harmonic and contrapuntal devices. Short forms from piano and vocal literature are studied in the first semester. Longer forms such as sonatas and concertos will be examined in the second semester. Representative scores will be analyzed to illustrate various approaches to form, texture and instrumentation, and their bearing on performance.

2 hours weekly; 2 credits per semester

Form and Analysis 3-4. A continuation of Form and Analysis 1-2.

2 hours weekly; 2 credits per semester

Form and Analysis 103-104. Advanced study including a detailed examination of scores in several media, with concentration on understanding various compositional styles and musical development. The evolution of chromatic harmony to early Schoenberg is studied in first semester; other 20th century techniques of tonal organization are explored in the second semester.

2 hours weekly; 2 credits per semester

music division
guitar repertoire class

Guitar Repertoire Class 1-2. An introduction to the basic principles of live performance on the concert stage including deportment, technical problems, memorization, musicality, preparation, etc. Critiques from both faculty and colleagues assist the student in becoming more proficient as a performer.

1 hour weekly; 1 credit per semester

harmony

Harmony 1-2. *The Harmonic Style of the 18th and Early 19th Centuries.* The study of definitions, intervals, triads and their inversions, principles of chord progression, non-harmonic tones, harmonic rhythm, seventh chords and their inversions, modulation and secondary dominants; an introduction to harmonic analysis, the harmonization of bass lines and melodies, and keyboard harmony.
2 hours weekly; 2 credits per semester

Harmony 3-4. *The Harmonic Style of later 19th Century.* Study of irregular resolutions, modulation to remote keys, diminished 7th chords, 9th, 11th and 13th chords, nondominant seventh chords, and chromatically altered chords; analysis of Bach chorales and other literature; keyboard harmonization of basses and melodies.
2 hours weekly; 2 credits per semester

Harmony 5-6. *The Harmonic Style of the 20th Century.*
1 hour weekly; 1 credit per semester

Keyboard Harmony 1-2. Applied keyboard skills for piano majors with emphasis on harmonization (diatonic and chromatic functions), transposition, and traditional figured bass realization. Styles of harmonization extend from traditional accompaniment patterns to an introduction of contemporary 7th and 9th chords and "lead sheet" harmonization.
1 hour weekly; 1 credit per semester

instrumentation

Instrumentation 1-2. A study of the nature of the various orchestral instruments. Scoring for orchestral combinations.

1 hour weekly; 1 credit per semester.

Instrumentation 3-4. Scoring for full orchestra and band, and for various instrumental combinations.

1 hour weekly; 1 credit per semester

Instrumentation 105-106. Advanced study of instrumentation with emphasis on orchestration for the symphony orchestra. Analysis of the techniques employed by the major composers of the 18th, 19th and 20th centuries.

1/2 hour private lesson weekly; 2 credits per semester

music education

Core 1 *Introduction to Music Education.* An introduction to techniques for analyzing teaching methods and materials through school observations and videotapes of music classes. An investigation of the attitudinal and professional characteristics of the successful music teacher. A survey of the varied roles which the music specialist may fill in contemporary schools. An overview of instructional materials and media hardware utilized in music teaching.

1 hour weekly; 1 credit first semester

Core 2 *Media Methods for Music Instruction.* A comprehensive investigation of the instructional media hardware and software commonly used in music teaching. Experience with audio tape recorders, turntables, overhead and opaque projectors, photo equipment, duplication machines, film, slide and filmstrip projectors ,and graphic production. There is emphasis on teacher-made instructional materials and field-internship in an elementary general classroom in an area public school.

1 hour weekly, 1 credit second semester

Core 3 *Media Methods for Music Instruction.* A study of patch board and pre-patched electronic synthesizers, magnetic tape editing techniques, and videotape scripting and production. There is emphasis on teacher-made instructional materials and hands-on experience with sophisticated electronic media. Field internship in special education setting, secondary school, or inner city school.

1 hour weekly; 1 credit first semester

Core 4 *Music Methods for the Special Needs and Gifted Child.* Methods of identifying children with special gifts and talents in the arts, and children with special needs and handicaps. Methods of adapting or enhancing music lessons to meet the needs of the gifted and handicapped. Identification of the emotional, physical and intellectual characteristics of gifted and special needs students. Techniques for establishing special programs for special children as well as ideas for mainstreaming special children into the existing music program. Implications of state and national legislation. Field internship with gifted or special needs children in area school.

1 hour weekly; 1 credit second semester

Core 5 *Music in the Elementary School.* An introduction to the procedures and materials for teaching music to children in grades kindergarten through six. Development of skills in analyzing teaching materials, setting instructional goals and objectives, and writing lesson plans designed to assist the child in becoming a musically sensitive person. Introduction to the Orff, Kodaly, Dalcroze, Manhattanville, Carabo-Cone, Konowitz, and Conceptual approaches. A field internship in an area elementary school with an emphasis on the presentation of a weekly music lesson. Prerequisites Cores 1-4.

1 hour weekly; 1 credit first semester

Core 6 *Music in the Secondary School.* Methods and materials pertinent to the education of junior and senior high school students. Exposure to content areas, audio-visual aids, discipline approaches, teaching strategies, classroom organization, lesson organization, and instructional presentation necessary for the secondary school classroom. A field internship in an area junior or senior high school.

3 hours weekly; 3 credits second semester

Core 7 *Senior Seminar* I. Practice in preparation of the professional résumé. Experiences in classroom management and discipline techniques. An introduction to educational tests and measurements. Six weekly observations in area school systems and six weeks of internship in the school system in which the student will do practice teaching. Prerequisites: Cores 1-6.

1 hour weekly; 1 credit second semester

Core 8 *Senior Seminar II and Practice Teaching*

Senior Seminar II. Introduction to communication and public relations techniques for music teachers. Role-played practice in job interviewing. Preparation for state teachers certification. In-depth case study discussions and analyses of situations encountered in student teaching. Prerequisites: Cores 1-7.

1 hour weekly; 1 credit first semester

Student Teaching Practicum. The senior selects a major and a minor area of concentration from the following:

Elementary School Instruction (Grades K-9)
Secondary School Instruction (Grades 5-12)

Six weeks (150 hours) of full-time student teaching in minor area and twelve weeks (300 hours) of full-time student teaching under public school master teachers with supervision by Conservatory personnel, resulting in; state teacher certification for music teaching in Grades K-12. Prerequisites: Cores 1-6

Minor: *3 credits*
Major: *6 credits* (second semester only)

music education

M.E. 9 *Curriculum Development and Research.* Exposure to contemporary teaching strategies, organizational considerations, components of curriculum design, current curricular designs and materials. Course will culminate with a student-composed curriculum design. Prerequisites: Cores 1-6.
2 hours weekly; 2 credits first semester

M.E. 10-11 *Introduction to Instrumental Methods.* A beginning study in the methods and materials available to the instrumental director in the public school. Classification of instruments and a brief survey of timbres, construction, characteristics and limitations in school use. Emphasis on elementary and middle school instrumental class methods. Students will perform a wide variety of elementary and middle school level music on their secondary instruments (clarinet or trumpet). Seniors enrolled in M.E. 11 will be responsible for conducting this elementary ensemble periodically.
1 hour weekly; 1 credit per semester

M.E. 12 *Guitar Class.* The study of the guitar and its use in the classroom. The basic techniques of picking, strumming and chording are covered in detail.
1 hour weekly; 1 credit first semester

M.E. 13-14 *Clarinet Class*
M.E. 15-16 *Trumpet Class*
M.E. 17-18 *Violin Class*
Basic Instrument Classes. Class lessons emphasizing the process of teaching an instrument through the beginning and early intermediate stages. An in-depth study of basic techniques and teaching methods.
1 hour weekly; 1 credit per semester

M.E. 19 *Woodwind Techniques, Methods and Materials.* Concentrated study of woodwind instruments with special attention given to basic technique, fingering, tuning, articulation, breathing, transposition, acoustics, range, materials and teaching procedures. Prerequisite: M.E. 13-14.
1 hour weekly; 1 credit first semester

M.E. 20 *Brass Techniques, Methods and Materials.* Concentrated study of brass instruments with special attention given to acoustics, basic techniques of embouchure, breathing and articulation, transposition, materials and teaching practices. Prerequisite: M.E. 15-16
1 hour weekly; 1 credit second semester

M.E. 21 *String Techniques, Methods and Materials.* Concentrated study of stringed instruments with special attention given to basic technique, fingering, positions, bowings, tuning, articulation, acoustics, materials and teaching procedures. Prerequisite: M.E. 17-18

1 hour weekly; 1 credit first semester

M.E. 22 *Percussion Techniques, Methods and Materials.* Concentrated study of percussion instruments with special attention given to basic techniques of snare drum playing.

1 hour weekly; 1 credit second semester

M.E. 23 *Instrumental Methods.* A continuing study of the methods and materials available to the instrumental music director in the public school, with attention given to tuning, fundamental techniques, playing and care of instruments; homogenous and heterogenous combinations utilizing various methods of class instruction. Emphasis on large ensembles, concert and marching bands, orchestra and jazz ensemble. Prerequisites: M.E. 13-22

1 hour weekly; 1 credit first semester

M.E. 24 *Voice Class.* A study of the basic techniques of vocal production including breathing, voice placement, diction, and pitch, with special emphasis on choral singing.

1 hour weekly; 1 credit second semester

M.E. 25 *Choral Techniques, Methods and Materials.* The study of the organization of choral ensembles within the school music program. Investigation of the voice physiologically as an instrument; audition techniques, voice testing, and part placement; choral techniques, including tone production, intonation, balance, blend and diction. Examination of all levels of materials. Prerequisite: M.E. 24

2 hours weekly; 2 credits first semester

M.E. 26. *Instrumental and Choral Conducting Workshop.* The reading and performance of instrumental and choral materials at various school levels. Intensive study in score reading, instrumental transposition, musical terminology and applied solfege. Occasional work with the basic instrumental methods class. Prerequisite: Conducting 1-2.

4 hours weekly; 4 credits first semester

M.E. 27 *Instrumental and Vocal Arranging.* Arranging for numerous instrumental combinations including concert and stage band. Choral arranging for SATB with particular emphasis on current music for classroom instruction. Development of arranging skills from piano "lead sheets" and piano arrangements.

2 hours weekly; 2 credits second semester

music education

M.E. 128 *Introduction to Graduate Study.* A survey of methods and sources for research; formulation of bibliography; development of formal writing style; elementary statistical treatment of data; intensive and extensive study in one area of the student's field of interest, culminating in a project employing research techniques, as approved by the student's major advisor.

2 hours weekly; 2 credits per semester

M.E. 129 *Administration of Music Education.* An investigation of the personal, technical, sociological, and educational aspects of music administration, with emphasis on the importance of the administrator in the overall picture of the school music program. Evaluative techniques as they relate to program and staff, and application of principles of successful administrative processes.

3 hours weekly; 3 credits per semester

M.E. 130 *Curriculum Concepts in Music Education.* Experience in the formation of goals and objectives and their use in planning. Analysis of the role of music education in relation to the individual, the school, and the community. An investigation of techniques relating to changing needs in education.

3 hours weekly; 3 credits per semester

M.E. 131 *Advanced Choral Methods.* A course designed to acquaint the student with choral techniques. Intensive study of the vocal instrument, procedures for group implementation of tone placement, development, intonation, ensemble balance, blend and diction. An investigation of the psychological aspects of choral singing.

2 hours weekly; 2 credits per semester

M.E. 132 *Instrumental Music Education.* A study of the methods and materials of instrumental music in the schools. Special emphasis on the organization and administration of the instrumental music program, the development of secondary school band and orchestras, repertoire, and rehearsal techniques.

2 hours weekly; 2 credits per semester

M.E. 133 *Seminar in Music Education.* A discussion and analysis of the problems of developing a modern philosophy and method for teaching in the public schools. Seminar topics are chosen according to needs and interests.

3 hours weekly; 3 credits per semester

M.E. 134-135 *Methods of Research.* An introduction to bibliography and source materials for research in Music Education. The selection, outline and supervised completion of the Graduate Thesis. Prerequisite: Introduction to Graduate Study.

1 hour private lesson weekly; 3 credits per semester

music history & literature

The undergraduate student must select one course from each of the three basic groups. Additional history courses may be taken as electives. An effort should be made to take the courses sequentially.

GROUP A

Music History and Literature 1 *Medieval, 900-1450.* A survey of early monophony, the beginnings of polyphony, to the Netherlands school. The transition from monody to polyphony and the resulting systems of rhythmic and pitch notation. Included are the chief branches of Christian chant, secular monody, organum, motets of the *Ars Antiqua,* French, Italian, and Spanish music of the *Ars Nova,* and British music of the early 15th century to the death of Dunstable.

2 hours weekly; 2 credits first semester

Music History and Literature 2 *Renaissance, 1450-1600.* A survey of music from the Netherlands composers to the Florentine Camerata. The Burgundian school of Dufay and Binchois through the Netherland tradition of Obrecht and Ockeghem, and its subsequent influence on generations of Italian composers. A concentration on sacred and secular genres that led to the works of Josquin des Prez and his contemporaries. Study of the post-Josquin era will include the Reformation and the variety of reactions: Palestrina, Victoria, Gesualdo.

2 hours weekly; 2 credits second semester

GROUP B

Music History and Literature 3 *Baroque, 1600-1750.* A survey of music from the Florentine Camerata to the death of J.S. Bach. *Prima and Seconda Prattica,* Florentine Camerata, and *Orfeo* are the basis for this overview of the form, genre, and national style of the Baroque. The development of opera, sonata, suite and the concerto to 1700 will be followed through the study of the works by Monteverdi, Frescobaldi, Alessandro Scarlatti, Lully, and Corelli. These genres will be traced through the works of Handel, Telemann, D. Scarlatti, Rameau, Vivaldi, and Bach.

2 hours weekly; 2 credits first semester

Music History and Literature 4 *Classic, 1730-1800.* A survey of music from the death of J.S. Bach to the early/middle period of Ludwig van Beethoven. *Style galant, Empfindsamer Stil* and various manifestations of *Classicism* are studied through the works of the sons of J.S. Bach, Stamitz, Gluck, and Rameau. Also studied are the string quartet, symphony, concerto, opera, and the sacred music of Haydn, Mozart, and Beethoven.

2 hours weekly; 2 credits second semester

music history & literature

GROUP C

Music History and Literature 5 *Romantic, 19th Century.* A survey of music from late Beethoven to Wagner. The definition of *Romanticism* as a concept and the expansion of form and content through the works of Beethoven, Schubert, Schumann, Mendelssohn, Brahms, Chopin, Liszt, Berlioz, and Wagner. Also covered will be nationalism and post-1850 composers and their compositions.

2 hours weekly; 2 credits first semester

Music History and Literature 6 *20th Century.* A survey of music from Mahler to the present. A study of innovation through the works of Debussy, Ives, Stravinsky, Bartok, Schoenberg, and Webern. Representative works will be studied through analysis and listening.

2 hours weekly; 2 credits second semester

Music History and Literature 107-108. *Graduate Research Seminar.* A survey of methods and sources for research, formulation of bibliography, development of formal writing style and an intensive and extensive study in one area of the student's major field of interest, with projects employing research techniques. A different area of music history is treated each semester. Past offerings have included *Music and the Dance, 1500-1900, Keyboard Continuo Technique, Performance Seminar in Early Music, Mozart Symphonies,* and *Music from 1900-1950.*

3 hours weekly; 3 credits per semester

Music History and Literature 109. *History and Literature of Opera I.* A survey of the origins of the Florentine, Camerata, Venetian, and Neapolitan opera through the works of Mozart and Haydn.

3 hours weekly; 3 credits first semester

Music History and Literature 110. *History and Literature of Opera II.* The French Grand Opera style, the Italian school, and German Romantic Opera through Wagner. Also studied are various contemporary trends in opera literature.

3 hours weekly; 3 credits second semester

music history & literature

Guitar Literature 1-2. A survey of the important composers and style periods of the guitar from Renaissance to the present. Included are discussions on performance practices and the critical analysis of modern editions. (Offered in alternate years)

1 hour weekly; 1 credit per semester

Organ Literature 1-2. The discussion and performance of representative works of French, Italian, Flemish, Spanish, German, English and American organ composers from 1200 to the present.

1 hour weekly; 1 credit per semester

Piano Literature 1-2. A survey of masterworks for the piano through live and recorded performances. Particular emphasis is given to editions, composers' intentions, and interpretation.

1 hour weekly; 1 credit per semester

Vocal Literature 1-2. Reading and study of representative literature of English, Italian, French and German composers of all periods.

2 hours weekly; 2 credits per semester

Research Techniques for Guitarists 1-2 (103-104). An exploration of the scholarly and musicological aspects of the guitar. Included are the transcription of Renaissance and Baroque lute, vihuela and guitar music from tablature into modern notation. The graduate student will conduct research, under the supervision of the instructor, the result of which should constitute a contribution to the existing knowledge in the field of guitar research. (Offered in alternate years)

1 hour weekly; 1 credit per semester

music division

music manuscript

Music Manuscript. A one-semester course dealing with the fundamentals of manuscript, the preparation of scores and parts, various methods of score reproduction, and innovations in contemporary notation.
1 hour weekly, 1 credit

music division

musical organizations

All music majors are required to take part in a major musical organization during each semester of matriculation in order to fulfill the credit requirements of their curricula. Participation in other ensembles may be required in some curricula. All full-time graduate students are required to participate in a major musical organization for no credit.

major musical organizations

Chorale. A select choral ensemble specializing in the performance of choral literature from early Renaissance through the present.
4 hours weekly; 1 credit per semester

Chorus. The study of sacred and secular works leading to concert performance.
4 hours weekly; 1 credit per semester

Opera Studio or Opera Theatre. The study and performance of operatic repertoire in workshops and full productions.
See page 89 for further information

Orchestra. The study and performance of major orchestral and choral compositions. Advanced students may audition as soloists for performances scheduled each year. Both rehearsals and performances are required of all students accepted to orchestra.
4 hours weekly; 1 credit per semester

Wind Ensemble. The study and performance of the literature for wind ensemble from traditional and contemporary repertoire. Outstanding soloists are encouraged to audition for performances with the ensemble in the New England area.
4 hours weekly; 1 credit per semester

Repertory Winds. The study and performance of chamber literature for woodwinds and brasses in combinations with other instruments. (Major musical organization credit will be granted only to those who by audition have not been accepted to orchestra or wind ensemble.)
4 hours weekly; 1 credit per semester

other performing ensembles

Brass Ensemble. The study and performance of chamber literature for brasses.
2 hours weekly; 1 credit per semester

Collegium Musicum. A performing organization devoted to the music and dance written before 1800.
2 hours weekly; 1 credit per semester

Contemporary Ensemble. The study and performance of 20th century music.
2 hours weekly; 1 credit per semester

Guitar Ensemble. The study and performance of literature for guitar and other instruments.
2 hours weekly; 1 credit per semester

Percussion Ensemble. The study and performance of literature for percussion instruments.
2 hours weekly; 1 credit per semester

Piano Ensemble. The study and performance of literature for multi-hand piano.
2 hours weekly; 1 credit per semester

String Ensemble. The coaching and performance of trios, quartets, quintets, and combinations of strings with other instruments.
2 hours weekly; 1 credit per semester

Vocal Performance Class. The study and performance of concert and operatic literature. Emphasis on stage deportment and projection of texts. Staging and performance of arias and short scenes.
4 hours weekly; 2 credits per semester (opera majors)
4 hours weekly; 1 credit per semester (voice majors)

Woodwind Ensemble. The study and performance of chamber literature for woodwinds in combination with other instruments.
2 hours weekly; 1 credit per semester

opera studies

Undergraduate voice majors accepted to Opera Studio may earn 3 credits per semester as musical organization for their participation in Opera Studio and all supportive courses requisite to the program.

If accepted to the program, graduate voice majors may earn 4 credits per semester for participation in Opera Studio or Theatre and all supportive courses requisite to the program.

Undergraduate voice majors may audition in their fourth semester for admission to the course leading to the Bachelor of Music Degree with Major in Opera Preparation and will follow the curriculum on page 53.

Students accepted to the Master of Music Degree program with Major in Opera Performance will follow the curriculum on page 28. Those accepted to the Artist Diploma program with Major in Opera Performance will follow the curriculum on page 28.

Vocal Performance 1-2. Introduction to the basic principles of live performance in concert and opera. Studies in concentration, focus, text projection and the preparation of songs, arias, and short operatic scenes.

4 hours weekly; 2 credits per semester (opera majors)
4 hours weekly; 1 credit per semester (voice majors)

Vocal Performance 3-4. The study of more difficult literature, with an emphasis on physical characterization and dramatic analysis. The study and coordination of singing, movement and acting, which leads to the public performance of scenes.

4 hours weekly; 2 credits per semester (opera majors)
4 hours weekly; 1 credit per semester (voice majors)

Opera Studio. Advanced techniques of characterization, dramatic analysis, and ensemble singing in English and foreign languages. Performance of scenes and one-act operas. Opera chorus in major productions.

4 hours weekly; 2 credits per semester (undergraduates)
4 hours weekly; 1 1/2 credits per semester (graduates)

Heinrich Marschner's *The Vampyre* (Opera Department)

opera studies

Opera Theatre. Enrollment by casting. Study and presentation of full productions with orchestra. Professional theatre disciplines. Classes with guest directors and performers.
4 hours weekly; 2 credits per semester (undergraduates)
4 hours weekly; 1 1/2 credits per semester (graduates)

Movement for Singers 1-2 (105-106) Basic ballet disciplines, control and relaxation of the body, period steps, bows, expressive movement and isolated movement, i.e., walking, standing, sitting, falling, etc.
2 hours weekly; 1 credit per semester

Movement for Singers 3-4 (107-108) A continued study of movement with emphasis on relaxation and focus of energy.
2 hours weekly; 1 credit per semester

Poulenc's *Dialogues of the Carmelites* (Opera Department)

Stage Make-up. Introduction to the basic techniques of character, straight and audition make-up for the stage; wigs, moustaches, and beards.
1 hour weekly; 1 credit per semester (undergraduates)
1 hour weekly; 1/2 credit per semester (graduates)

Improvisation 1-2 (105-106) A study of internal acting technique as applied to the craft of the singing actor. Exercises in concentration, relaxation, communication, sense memory and ensemble acting.
1 hour weekly; no credit (undergraduates)
1 hour weekly; 1/2 credit per semester (graduates)

Improvisation 3-4 (107-108) A concentration on more advanced singing-acting techniques. Physical responses to music. Improvised movement and singing. Heightened response to other performers. Study of adjustment necessary in performing situations.
1 hour weekly; no credit (undergraduates)
1 hour weekly; 1/2 credit per semester (graduates)

opera studies

Mime 101-102. The advanced study of physical control and coordination. Expressive use of the face and body.
Prerequisites: Movement 1-4
1 hour weekly; 1/2 credit per semester

Diction 1-2 (103-104). The study of stage pronunciation and enunciation in Italian, French, and German, with comparisons made to sounds in English, and utilizing the International Phonetic Alphabet.
2 hours weekly; 2 credits per semester (undergraduates)
2 hours weekly; 1 credit per semester (graduates)

Diction 105-106. The study of Italian, French, German, and English diction with emphasis on aria interpretation through text projection.
2 hours weekly; 1 credit per semester

Characterization and Audition Technique 101-102. Discussion and demonstration of styles of characterization in various operatic periods. Discussion of musical styles and their effect on the physical presentation. Preparation of professional auditions. Practical advice on résumés, audition repertoire and presentation, contacting opera companies and managers, and career preparation.
2 hours weekly; 1 credit per semester

music division
pedagogy

Pedagogy 1-2 *Brass Pedagogy*
Pedagogy 3-4 *Guitar Pedagogy*
Pedagogy 5-6 *Percussion Pedagogy*
Pedagogy 7-8 *Piano Pedagogy*
Pedagogy 9-10 *String Pedagogy*
Pedagogy 11-12 *Voice Pedagogy*
Pedagogy 13-14 *Woodwind Pedagogy*

The study of the principles and practices of music teaching. The discussion of methods and materials is followed by guided laboratory work with both class and private students.
1 hour weekly; 1 credit per semester

Pedagogy 115-116 *Voice Pedagogy.* Research on study and training materials, the categorization of voices, unusual materials for teaching and repertoire building, aspects of interpretation, and an in-depth look at the art and science of building vocal technique through the use of various approaches. A consideration of the causes and remedies of vocal disorders and the analysis of the emotional, artistic, and physiological requisites of a career in singing. Clinical workshops in teaching and analysis.
2 hours weekly; 2 credits per semester

music division
song writing

Song Writing 1-2. An applied study of the melodic and lyric writing of the 20th century. Historical connection of pop tunes from Tin Pan Alley to current Broadway. Song styles and types will be considered.
2 hours weekly; 2 credits per semester

music division
vocal coaching

Vocal Coaching 1-2 (103-104) Individual instruction in the interpretation, phrasing, diction, and style of compositions in the standard repertory. Collaboration with the applied instructor in the choice and preparation of repertoire to be presented in required recitals.

1/2 hour private lesson weekly; 2 credits per semester

music division
voice therapy

Voice Therapy 1-2 (105-106) A thorough study of the anatomy and physiology of the larynx and respiratory organs and musculature by means of lectures, slides, and motion pictures. A study of the various pathologies involved in throat problems which can be aided or cured by voice therapy, and the exercises, general and specific, for handling these problems. In some cases actual patients may be brought in for purposes of demonstration before the class.

2 hours weekly; 2 credits per semester

Voice Therapy 3-4 (107-108) Clinical internship in connection with local medical institutions where the student works with patients and becomes familiar with the problems, both physical and psychological, encountered by the voice therapist. Patient progress is studied through the use of audio tape recordings.

2 hours weekly; 2 credits per semester

dance division
composition

Composition 1-2. The study of rhythms through tap choreography and improvisation.
1 hour weekly; 1 credit per semester

Composition 3-4. Basic rules of dance choreography and improvisation. The reactions to spontaneous and planned tasks in a personal approach to movement. Solo and group studies.
1 1/2 hour weekly; 1 1/2 credit per semester

Composition 5. Choreographic tools for concert dance or musical theatre in secondary schools, higher education and community theatre. A practical study of the procedures for planning, staging and blocking a show, including scheduling, research, music, props, make-up, hair and costume design.
1 1/2 hour weekly; 1 1/2 credit

Composition 6. The development of individual style by correlating acquired knowledge and experience. Weekly and semester assignments.
1 1/2 hour weekly; 1 1/2 credit

Composition 7-8. Continued study with the development of more difficult assignments.
1 1/2 hour weekly; 1 1/2 credit per semester

dance division
eurhythmics & percussion

Eurhythmics and Percussion 1-2. The development of musicianship through a physical involvement with musical rhythm and form. Training in the use of drums, gongs and blocks in simple rhythms and dynamics.
1 1/2 hour weekly; 1 1/2 credit per semester

dance division
forms & styles

Forms and Styles 1-2. Exposure to a wide variety of dance styles including Renaissance, Baroque, Spanish, Folk, Ballroom, etc.

1 1/2 hour weekly; 1 1/2 credit per semester

dance division
history of dance

History of Dance 1-2. A survey of the dance in history with consideration of ethnic, ritual and cultural influences and with an emphasis on professional dance. Reading required along with dance involvement.

1 1/2 hour weekly; 1 1/2 credit per semester

dance division
kinesiology & applied anatomy

Kinesiology and Applied Anatomy 1-2. A study of the major joints of the body and muscle location and action in their relationship to movement. The study of the structure of organs and individual systems and their function in the whole organism. How to improve dance technique so as to prevent injury.

2 hours weekly; 2 credits per semester

dance division
labananalysis & pedagogy

Labananalysis 1-2. An introduction to Laban's theories of movement and the study of effort/shape and the structure of space as they relate to ballet and modern techniques, form and style, creative movement and composition.

2 hours weekly; 2 credits per semester

Pedagogy 1-2 *Laban-Pedagogy* A study of the basic concepts of Labananalysis with emphasis on the perception and communication of movement. One class per week in Labananalysis; one class per week in either ballet or modern technique.

3 hours weekly; 3 credits per semester

Pedagogy 3-4 *Laban-Pedagogy* A continuation of Pedagogy 1-2 with emphasis on ballet and modern techniques.

1 1/2 hour weekly; 1 1/2 credit per semester

Pedagogy 5-6. Continued study of teaching methods of ballet and modern, with opportunities for practical experience.

1 1/2 hour weekly; 1 1/2 credit per semester

Laban-Dance Education 1-2. Teaching methods specifically for elementary and secondary education, with opportunities for practical experience.

1 1/2 hour weekly; 1 1/2 credit per semester

dance division
movement writing

Movement Writing Fundamentals 1-2. The study of the Sutton Dance Writing System and the development of the ability to read all movement notation fluently. The analysis of movement and the study of terminology, dance placement and the interaction of dance and music. Labanotation.

2 hours weekly; 1 1/2 credit per semester

Movement Writing 3-4 *(Basic Teacher Certification).* A more extensive study of the principles of Sutton Dance Writing. At the conclusion of the course an examination is administered, the successful completion of which entitles the student to Basic Teacher Certification, the first of three levels of teacher certification within the system. Labanotation. Prerequisite: Movement Writing Fundamentals 1-2

2 hours weekly; 1 1/2 credit per semester

The Center for Sutton Movement Writing is located within the Conservatory and offers students who achieve Basic Teacher Certification the resources of its library of books and notated dances, the availability of employment in the field of dance notation, and the opportunity for contact with the inventor of the system, Valerie Sutton.

dance division
music fundamentals

Music Fundamentals 1-2. A study of the fundamentals of music: notation, sight singing, theory, rhythmic and melodic dictation, and analysis.

2 hours weekly; 2 credits per semester

dance division
musical styles

Musical Styles 1-2. The study of characteristics of music through an historical approach; listening and movement participation are required.
1 1/2 hour weekly; 1 1/2 credit per semester

dance division
repertoire

Repertoire 1-2. The development of familiarity with classical and modern repertoire through close association with faculty and guest artists during preparation and rehearsals of workshops and major performances.
3 hours weekly; 2 credits per semester

dance division
score analysis

Score Analysis 1-2. The study and identification of musical sounds and ensemble textures. Emphasis is placed on rhythmic, melodic and harmonic structure and form as they relate specifically to dance.
1 1/2 hour weekly; 1 1/2 credit per semester

dance division
senior project

Senior Project. A project in the student's special field of interest undertaken with the advice of the faculty and Division Chairperson. The project may take any of several forms, and is expected to represent a high level of artistic achievement.

2 credits either semester

dance division
technique

(Placement in all technique classes is by ability)

Technique 1-2.

Modern: The study of tension and relaxation, analysis of body functioning, limbering, stretching, coordination, correctives for posture and weight distribution, and the technique of breathing.

Ballet: The five positions, simple barre work, and fundamental steps.

15 hours weekly; 5 credits per semester

Technique 3-4.

Modern: Swing and guided movement, rotation, elevation, floor work, elasticity, vibrato, space and dynamics.

Ballet: Barre, center turns, adagio and allegro floor work.

Stage Jazz: Specialized technique for work in the theatre and television, including barre and basic jazz movements.

15 hours weekly; 5 credits per semester

technique

Technique 5-6.

Modern: More advanced floor work and elevation, rhythmic variations, and endurance training.

Ballet: Advanced barre work, pirouettes and fouettes; the development of medium-length adagio and allegro into rhythmic patterns, beats, elevation, style and pointe work.

Stage Jazz: Advanced barre, stretches and center work.
15 hours weekly; 5 credits per semester

Technique 7-8.

Modern: Solidifying of acquired knowledge leading toward virtuosity.

Ballet: Continued advanced barre work, turns, elevation with beats, style and pointe work.

Stage Jazz: Advanced barre, stretches and center work.
16 1/2 hours weekly; 6 credits per semester

dance division
theatre arts

Theatre Arts 1-2. A practical study of all aspects of stage production, with emphasis on problems relating specifically to dance production. Crew hours are required to help the student become familiar with the mechanics of production.
1 1/2 hours weekly; 1 1/2 credits per semester

theatre division
acting

Acting 1-2. Fundamentals of Acting: exercises in concentration, observation, relaxation, emotional recall, development of imagination through improvisation, terminology of body positions and stage areas and their values; study and work on actor problems through video recording, analysis, and elementary scene work.
5 hours weekly; 3 credits per semester

Acting 3-4. Continuation of the basic principles of Acting: development of a role, characterization, work on motivation, approaches to various dramatic forms (tragedy, comedy, melodrama, farce), ensemble work, more advanced scene work. Workshop productions are an integral part of study.
5 hours weekly; 3 credits per semester

Acting 5-6. Development of inner and outer techniques continued: concentration on styles of acting, analysis and projection of the specific techniques required for the Classic, Greek, Elizabethan and Restoration plays and contemporary styles; preparation of several roles per semester, performed in class and in workshops.
6 hours weekly; 4 credits per semester

Acting 7-8. Continued work in all areas and styles, development of audition material and individual acting techniques; extensive analysis and work on text; study of individual needs and limitations. Workshops required.
6 hours weekly; 4 credits per semester

Panama & Frank's *Li'l Abner* (Musical Theatre Department)

theatre division
dance

Dance 1-2, 3-4. Instruction in the fundamentals of movement and Tap.
4 hours weekly; 2 credits per semester

Dance 5-6. Instruction in dance techniques: Ballet, Modern, and Jazz.
6 hours weekly; 2 credits per semester

Dance 7-8. Instruction in dance techniques: Ballet, Modern, Jazz, and Tap.
6 hours weekly; 2 credits per semester

theatre division
directing

Directing 1-2. Techniques of directing, play selection, analysis, casting, production procedures; exercises in composition, picturization, emphasis, types of movement, rhythm, pantomimic dramatization. Direction of scenes is required.
2 hours weekly; 4 credits per semester

Directing 3-4. Continuation of Directing 1-2. Concentration on concept, research and staging; study of a variety of directors. A 30-minute presentation with production book required each semester.
2 hours weekly; 4 credits per semester

Directing 5-6. The study and comparison of techniques of staging for proscenium, arena, and thrust stages. Direction of workshop scenes for different production concepts.
2 hours weekly; 4 credits per semester

theatre division
dramatic literature

Dramatic Literature 1-2. A selective survey of major dramatic works from antiquity to Ibsen with emphasis upon the various aspects of technique which distinguish drama from other forms of literature and art. Lectures, discussions, examinations, and papers.
3 hours weekly; 3 credits per semester

theatre division

history of the theatre

History of the Theatre 1. The study of the society, theatre, and plays of the Greek, Roman, Medieval, and Renaissance periods. Lectures, discussions, and projects.

3 hours weekly; 3 credits first semester

History of the Theatre 2. The study of Elizabethan, Restoration, 18th century, Romantic, and Realistic theatre periods, along with the development of the American Drama and the history of the musical theatre. Lectures, discussions, and projects.

3 hours weekly; 3 credits second semester

theatre division

introduction to the theatre

Introduction to the Theatre 1-2. An exploration of the connection between the playwright's style and the actor's performance. A study of genres, play structure and the analysis of at least four professional productions as well as the plays produced for theatre workshops. The basis of knowledge in dramatic literature for the actor. Requirements include a detailed written study of a major modern playwright.

2 hours weekly; 1 1/2 credits per semester

theatre division

modern drama

Modern Drama 1-2. An analysis of the major plays and literary trends from Ibsen through contemporary European and American dramatists. Literature will be considered with regard to setting, plot, characterization, theme, symbolism, imagery, and over-all style. Extensive readings, lectures and discussions, examinations and papers are required.

3 hours weekly; 3 credits per semester

theatre division
movement for actors

Movement for Actors 1-2, 3-4. Instruction in Tap, mime, clown, combat, and c*ommedia dell' arte.*
4 hours weekly; 2 credits per semester

Movement for Actors 5-6, 7-8. Instruction in the fundamentals of movement, mime, clown, combat, and c*ommedia dell' arte.*
5 hours weekly; 2 credits per semester

theatre division
music fundamentals

Music Fundamentals 1-2. Study of the fundamentals of music: notation, music theory, rhythmic and melodic dictation, sight singing and analysis.
2 hours weekly; 2 credits per semester

musical theatre

Musical Theatre Chorus 1-2. The concentration on choral unity, blend, intonation, cooperation, movement, staging, vocal range and dexterity of the Musical Theatre Chorus. Solo material is performed frequently in class. Workshops in second semester.

2 hours weekly; 1 credit per semester

Musical Theatre 3-4. The development of skills in sight singing, complex harmonies, and rhythms from early 20th century musical theatre to the contemporary American musical theatre. Solo and ensemble coaching. Workshop performances both semesters.

5 hours weekly; 3 credits per semester

Musical Theatre 5-6. Further development of musicianship and refinement in performance. Phrasing, diction, blend, nuance, and staging techniques are studied in large and small ensembles. Emphasis on solo performing, repertoire, and audition techniques. An audition profile is assembled. Workshop performances both semesters.

5 hours weekly; 3 credits per semester

Musical Theatre 7-8. The rehearsal and performance of scenes from a variety of musical theatre styles. Intensive investigation and development of materials for the individual repertoire. Audition preparation, directing and coaching.

5 hours weekly; 3 credits per semester

Cole Porter's *Anything Goes* (Musical Theatre Department)

theatre division
shakespeare

Shakespeare 1-2. A close reading of selected plays for analysis and discussion. Early works, comedies and histories are covered in the first semester; tragedies, romances, and problem plays in the second. Attention is given to Shakespeare's life and theatre, and to the social, political, and intellectual movements of the English Renaissance. The plays are regarded as literature and as material for the actor. Readings, papers, and projects are required.

3 hours weekly; 3 credits per semester

theatre division
speech

Speech 1-2. An introduction to speech for the stage: basic vocal technique and diction, principles of relaxation, breath control and resonance for vocal quality, phonetics, and the physiology of the vocal mechanism. Individual training in the correction of regional speech and in the improvement of voice quality. Oral interpretation.

2 hours weekly; 2 credits per semester

Speech 3-4. Intermediate and advanced techniques of voice and diction. Dialects and speech for the Classic stage are studied.

2 hours weekly; 2 credits per semester

Speech 5-6. Advanced work in voice and diction. The elimination of remaining vocal tensions and incorrect speech habits. Further development of breath support, vocal color, resonance and correct articulation. Speech for the Classic stage and the preparation of monologues. A speech project is required in second semester.

2 hours weekly; 2 credits per semester

theatre division
stage make·up

Stage Make-up. The application of straight and character make-up, the use of all materials, and a study of the effects of color in light. (One semester only)
2 hours weekly; 1 credit

theatre division
stagecraft

Stagecraft 1-2. A laboratory introduction to set construction, rigging, lighting, and other aspects of technical production and management. Supervised crew work on major productions and workshops, for which a minimum of 60 crew hours per semester is required in addition to the scheduled class meeting.
1 hour weekly; 2 credits per semester

Stagecraft 3-4. A continuation of the study of technical production through classes and directed laboratory work on major productions and workshops. A minimum of 45 crew hours per semester is required in addition to the scheduled class meeting.
1 hour weekly; 1 credit per semester

theatre division
theatre seminar

Theatre Seminar 1-2. Intensive study of a specific topic selected to develop the student's abilities as a scholar and performer. A period of individual reading and research is followed by group discussions and analysis, out of which a workshop production will evolve. Investigations may focus upon periods such as Greek tragedy or Roman comedy, forms and styles such as epic theatre or *commedia dell' arte,* individual playwrights, or other appropriate areas. A new topic will be treated each semester.
2 hours weekly; 2 credits per semester

liberal arts

Art and Civilization 1-2. A comparative survey of world history through art. Major global periods and parallels, from pre-history to the modern era, are analyzed through their social, economic, religious, and esthetic correlates.

3 hours weekly; 3 credits per semester

The Artist: Expression and Communication 1-2. An expository writing workshop focused on the creative process. Explores those qualities that characterize artistry and excellence, and encourages, through inter-disciplinary reading, analysis, and frequent writing, the discovery of one's own artistic identity. Includes development of grammatical proficiency, thesis organization, and research and résumé techniques.

3 hours weekly; 3 credits per semester

Literature: The Human Legacy 1-2. An exploration, through the archetypes and motifs that have fashioned them, of those works which have had a major influence in shaping Eastern and Western Civilizations.

3 hours weekly; 3 credits per semester
One semester required of ALL degree candidates

Contemporary Movements. A critical analysis, from a humanistic perspective, of the dominant issues, persons, trends, and events of our day. All sections include interdisciplinary readings from journals and literature. Content of the courses varies from year to year.

SOCIETY. An exploration of the socio-political dynamics that underlie our changing times.

3 hours weekly; 3 credits

PHILOSOPHY. A phenomenological analysis of the relationship of philosophy to the quality of our lives.

3 hours weekly; 3 credits

SCIENCE. A look at the consequences ot modern scientific discoveries on our concepts of nature and man.

3 hours weekly; 3 credits

EDUCATION. An inquiry into the foundations of education, the changing role of schools, and current classroom and community issues. Course meets Philosophy of Education certification requirements for education majors.

3 hours weekly; 3 credits

General Psychology. An introduction to the major principles, methods, and systems in psychology. Focus is on the individual's perceptions, emotions, drives, and social functioning. Includes discussions of conflict, maladjustment, and mental hygiene.
3 hours weekly; 3 credits first semester

Educational Psychology. The study of theories of learning, socialization, motivation, and maturation. Includes child and adolescent psychologies, and problems of classroom dynamics.
3 hours weekly; 3 credits second semester

French 1-2. An emphasis on speaking elementary French correctly. Grammar, reading, and writing also receive intensive practice.
3 hours weekly; 3 credits per semester

French 3-4. Advanced French. (Offered only when there is sufficient enrollment.)
3 hours weekly; 3 credits per semester

German 1-2. A thorough study of the rudiments of German grammar and pronunciation, the reading of German texts, and oral and written translation and parsing.
3 hours weekly; 3 credits per semester

German 3-4. Advanced German. (Offered only when there is sufficient enrollment.)
3 hours weekly; 3 credits per semester

Italian 1-2. An introduction to Italian pronunciation, grammar, conversation, and composition. Includes readings in modern Italian, as well as simple selections from opera librettos.
3 hours weekly; 3 credits per semester

Italian 3-4. The study of more complex grammar and syntax, and more difficult passages from librettos and biographies. Emphasis on the use and usage of modern conversational Italian.
3 hours weekly; 3 credits per semester

BIOGRAPHICAL INFORMATION

administration

WILLIAM A. SEYMOUR *(President)* B.M., M.M., Boston University. Formerly, Director of Performing Arts, Brookline Public Schools; Associate Dean and Chairman of Graduate Division, Boston Conservatory of Music. Conducting with the Boston Conservatory Chorale (European tour, 1977); founder-director of Concordia Youth Chorale (8 European tours); guest conductor of state choral festivals in Massachusetts, Connecticut, New York, New Hampshire, Vermont, Maine, and Rhode Island; frequent choral adjudicator and clinician. Honors include Governor, Province One, Phi Mu Alpha Sinfonia National Honorary Fraternity, Pi Kappa Lambda, 1979 recipient of Massachusetts Music Educators' Distinguished Service Award. Member, Music Educator's National Conference, National Association of Schools of Music, and American Choral Director's Association.

WILLIAM B. DEDERER *(Dean)* B.S. *Magna Cum Laude,* State University College at Fredonia, NY, M.M., D.M.A., University of Michigan. Formerly, chairman of brass and associate professor of trumpet, State University College at Fredonia; recitalist and clinician throughout the East and Midwest; performances with Philadelphia Orchestra, the Pittsburgh Symphony, the Buffalo Philharmonic, the Erie Philharmonic, the D'Oyly-Carte Opera Company, the Chicago Ballet, and the Toledo Concert Band. Member, National Executive Committee of Phi Mu Alpha Sinfonia since 1979, Pi Kappa Lambda, and the International Trumpet Guild. Is listed in *The International Who's Who in Music* and *Outstanding Young Men of America* (1979).

RUTH SANDHOLM AMBROSE *(Chairperson, Dance Division, Ballet, Repertoire, Pedagogy)* Studied with Lillian Cushing, Adolph Bolm, Agnes De Mille, Cia Toscanini, and many others. Former member of Adolph Bolm Ballet Company; actress with Max Reinhart Touring Company and radio theatres in California, Colorado, and New York; former assistant and soloist with Lillian Cushing Ballet Company; assistant to Dr. Herbert Graf of the Metropolitan Opera Company at Central City, Colorado and CBS Television Opera. Guest teacher and choreographer for San Francisco Bay Area Ballet Company; guest teacher at Ballet School of Municipal Theatre, Rio de Janeiro, Brazil. Continuing study in England, France, Germany and Russia. Artistic Director of the Boston Dance Theatre.

administrative staff

CATHY BALSHONE *(Head Librarian)* B.A. Sarah Lawrence College; M.S., School of Library Science, Columbia University. Studies in composition with Meyer Kupferman, and piano with Stanley Locke. Member, Boston Area Music Libraries, Music Library Association. Awards, American Symphony Orchestra League, Children's Music Educator program.

JAMES T. BYNUM *(Director of Financial Aid)* B.M., Piano, Oberlin College Conservatory of Music; graduate studies, New England Conservatory of Music. Piano with Robert Brownlee, John Perry, John Elvin, and Robert Goding; Master Classes with Alfred Brendel. Organ with Garth Peacock and Egbert Ennulat. Public Relations and Development, Oberlin College. Member, Massachusetts, Eastern, and National Associations of Student Financial Aid Administrators.

H. WILFRED CHURCHILL *(Coordinator of Extension Studies, Piano)* B.M., Boston Conservatory of Music. Piano with Hans Ebell, Heinrich Gebhard and others. Concert and recital appearances in the United States and Canada. Member of the faculty since 1934.

PETER COKKINIAS *(Director of Recruitment, Wind Ensemble)* B.M., B.M.E., Hartt College of Music; M.M., Manhattan School of Music; D.M.A., College-Conservatory of Music, University of Cincinatti. Conducting studies with Thomas Schippers, James Levine, Erich Leinsdorf, Jean Perrisson, Vytautus Marijosiu, Boris Goldovsky, and Richard Lert. Clarinet studies with Robert Marcellus, Bernard Portnoy, and Herbert Blayman. Has performed with Boston Symphony Orchestra, Boston Pops, Boston Ballet and Opera Company of Boston; recorded with Boston Symphony. Guest conductor of Boston Pops, Central Massachusetts District Music Festival. Numerous appearances as conductor, adjudicator, clinician, and recitalist throughout New England. Currently Music Director of the Greater Marlborough Symphony Orchestra and Assistant Conductor of The Civic Symphony Orchestra of Boston. Former faculty, Tufts University.

PAUL H. GOTTLIEB *(Coordinator of Opera Scholarships)* B.A. Tufts University, M.A., Ph.D., Boston University. Educational consultant to the Harvard Semitic Museum. Faculty, Newton Public Schools; former faculty, University of Tampa, Endicott Junior College.

MARGARET MARY HALEY *(Director of Admissions and Public Relations)* B.S., Business Administration, Fitchburg State College; continuing studies in Public Relations at Harvard University. Former Director of Admissions with Fisher Junior College, Fitchburg, and former Public Relations Coordinator for High Tor Summer Theatre.

JOSEPH HARROLD *(Controller)* B.B.A. in Accounting, Bryant and Stratton Junior College; Management Diploma, LaSalle Extension University; accounting studies at Boston University.

PATRICIA LASHENICK *(Registrar)* B.M. in Education, Berklee College of Music; candidate for M.Ed. in Educational Leadership, Boston University. Member of the Junior Council of the Boston Symphony Orchestra. Formerly, Music Specialist in the Hamilton-Wenham School District, and Administrative Assistant at Berklee College of Music. Flute studies with Eric Graf and Robert Stallman. Piano studies with Dean Earl. Member, N.E.A.C.R.A.O.; former member, M.E.N.C.

administrative staff

FREDERICA MAJNO *(Coordinator of Special Projects)* B.M. in Piano, Conservatoire de Musique Geneva, Switzerland. Professional association with Concours International de Musique, Geneva, Switzerland, The Longy School of Music (Music Librarian) and New England Conservatory of Music Friends' Office (Administrative Coordinator). Experience in concert management.

CLELIA RATTI *(Bursar)* Educated in Turin, Italy: Diploma in Commerce from Institute Salotto, Rivoli Torinese: Business Administration Degree, Institute Maria Laetitia, Turin. Formerly, Technical and Financial Planner with Philips Co., Turin; Bookkeeper and Translator with Toscany Imports, New York; Accountant, Italian Line Co., Boston.

faculty

JOHN CLEMENT ADAMS *(Composition, Theory)* B.M., M.M., Boston Conservatory of Music; A.M., Harvard University; candidate for Ph.D. in Composition/Theory, Harvard University. Studies with Leon Kirchner and Earl Kim. Composition Fellow, Berkshire Music Festival, studies with Jacob Druckman, Alan Stout, and Seymour Shiffrin. Recipient of the Margaret Grant Award (Tanglewood) and the BMI Award (1970). Works performed by Buffalo Philharmonic Orchestra, Boston Musica Viva, and others. Works published by E.C.Schirmer, Inc., Boston.

NEIL ANDERSON *(Guitar, Pedagogy, Repertoire, Guitar Ensemble)* B.M., Hartt College of Music. Private study with Manuel Barrueco, Aaron Shearer, Eli Kassner. Concert appearances in the United States, Canada, England and Greece. Lectures and workshops at colleges and universities. Professional publication of articles on guitar pedagogy. Currently a member of the faculty at Manhattan School of Music, New England Conservatory of Music, and the University of Lowell. Former faculty, Hartt School of Music. Director of the Boston Classical Guitar Society.

LOUIS ARNOLD *(Guitar, Guitar Literature)* Senior Diploma, Longy School of Music; additional studies in Music History at Lake Forest College; Study with Hopkinson Smith; master classes with Emilio Pujol, Oscar Ghiglia, Alirio Diaz, and Manuel Barrueco. Solo and chamber music performances throughout New England, Canada, and Spain. Faculty member, Wellesley College, Longy School of Music.

DIANNE ARVANITES *(Modern Dance)* B.F.A., Boston Conservatory of Music; continued studies in New York with Jennifer Muller Company, Louis Falco Company and Fanis Young. Performer with Boston Dance Theatre and Ramon de los Reyes Dance Theatre.

BOBBI AUSUBEL *(Acting, Theatre Seminar, Modern Drama)* B.S. in Biology, Brooklyn College; M.S. in Genetic Biology, Harvard University; M.F.A. in Directing, Boston University. Extensive directing experience including The Ark Theatre, Union Sister Productions, The Caravan Theatre. Plays written or adapted include *Tell Me a Riddle* (Tillie Olsen), *Focus on Me, Family* and *How to Make a Woman* (with S. Edelson), all receiving high critical acclaim by major newspapers. Honors include guest artist appearances, awards and fellowships from Massachusetts Arts & Humanities Foundation, Radcliffe Institute, National Endowment for the Arts, and others. Former faculty, Salem State College, University of Massachusetts. Current play *Silkwood* on national tour.

DAVID WAYNE BAILEY *(Music Education)* B.M., Eastman School of Music; M.M., Boston Conservatory of Music; additional studies at Hartt School of Music and the University of Maryland European Division, Wiesbaden, West Germany. Conducting studies with Attilio Poto; tuba studies with Chester Roberts, Ronald Apperson, and Donald Knaub; choral studies with Milford Fargo. Extensive conducting and performance experience with New England area ensembles. Current conductor of the Torrington Civic Symphony. Former faculty, The Kent School.

EDWIN BARKER *(Contrabass)* B.M., New England Conservatory of Music. Studies with Henry Portnoi, Peter Mercurio, David Perleman and Angelo LaMariani. Performances with New York Philharmonic and the Chicago Symphony. Currently principal bassist, Boston Symphony Orchestra. Faculty, New England Conservatory of Music and Berkshire Music Center.

LARRY BELL *(Composition, Theory),* B.M., Appalachian State University; M.M., D.M.A., The Juilliard School. Composition with Gregory Kosteck, Donald Erb, Mario Davidovsky, and Vincent Persichetti; Piano with Richard Lucht and Alan Kindt. Juilliard teaching fellowships under Renee Longy and Jacob Lateiner (1975-78). Awards from North Carolina Music Teachers Association (1972-73), BMI (1973), Juilliard School's Alexander Gretchaninoff Memorial Prize in Composition (1976), The American Academy and Institute of Arts and Letters Charles Ives Award (1977), Guggenheim Fellowship (1981-82). MacDowell Colony Residency (1981), Fellow of the American Academy in Rome *(Prix de Rome,* 1982-83). Faculty member of Juilliard School Pre-College Division since 1979.

EMANUEL BOROK *(Violin, Chamber Music)* Studied at Darzinia Music School, Riga, U.S.S.R., and Gnessins Music School and Gnessins Institute in Moscow with Michael Farlitzky. Former member of the Moscow Chamber Orchestra, Orchestra of the Bolshoi Theatre, Concertmaster of the Moscow Philharmonic and the Israel Chamber Orchestra. Formerly a member of the Moscow Philharmonic String Quartet. Currently, Assistant Concertmaster of the Boston Symphony Orchestra.

JULIA BOYNTON *(Tap Dance)* Studies at the University of Amherst. Studied with Derek Wols Honak, Esther Dolan and Leon Collins. Choreographer/Teacher at the Joy of Movement Center for 8 years, and a member of Brian Jones' *All-Tap Revue,* Providence, R.I., touring New England for 4 years.

faculty

FRANCIS BRAULT *(Director of Technical Department, Stagecraft)* B.F.A., Pennsylvania State University; candidate for M.F.A., University of Massachusetts, Amherst (1982). Technical Director of Berks' Summer Theatre, Reading, Pennsylvania (1976), Designer for the Weathervane Playhouse, Newark, Ohio (1977), and Designer for the Cider Mill Playhouse, Endicott, New York, (1978).

JAMES DAVID BROCK *(Vocal Coaching)* B.A., *Cum Laude,* Abilene Christian University; M.M., New England Conservatory of Music. Accompaniment with Gait Sirguey; piano with John Simms and Ron Rathbun; voice with Elisabeth Phinney and Rollie Blondeau. Soloist with Abilene Philharmonic. Vocal Coach, Seagle Colony. Member, Pi Kappa Lambda.

GLENNE BRUCE *(Speech)* B.F.A., Boston Conservatory of Music; Graduate Studies (Speech) at Emerson College. Teaching experience includes a seminar in creativity at Antioch University, along with teaching and directing extensively at Wheelock College, Rose Hawthorn High School, Hecht House, Peabody Playhouse, Winchester Little Theatre, Parish Players, Fortnightly Club, and other groups in Winchester, Lynn, Framingham, Newton, Somerville, and Marblehead. Vast experience in acting and directing at the Weston Playhouse (Vermont), Pinehurst Theatre (North Carolina), the Cambridge Repertory Company, and Tufts Arena Stage, Tufts University. Produced and directed a company which presented children's musicals and toured New England. Member, N.E.T.C. and A.T.A.

JULIE BUDELIS *(Humanities)* B.S., Central Connecticut State College; Ed.M., Boston University; with further graduate studies at University of Chicago, Harvard University, and Putney Graduate School. Former faculty, Boston University, Lesley College, New York City Public Schools, and Kingsley School, Boston. Former Director of Head Start in Groton, Connecticut.

FRANK CHARNLEY *(Oboe)* B.M., M.M., New England Conservatory of Music. Extensive free-lance appearances in the Greater Boston area, including the Boston Symphony Orchestra, Boston Pops, Opera Company of Boston, and Boston Ballet.

STEPHANIE CHASE *(Violin, Chamber Music)* Violin studies with Fannie Chase, Sally Thomas, Arthur Grumiaux. First Prize winner of Ima Hogg National Young Artists Auditions, G.B. Dealey Competition, Buffalo Philharmonic Young Artists Competition. Soloist with Pittsburgh, Chicago, National, St. Louis, American Symphonies, as well as the Scottish National, English Baroque and Netherlands Philharmonic Orchestras, among others. Performances in over 200 cities including London, The Hague, Brussels, New York, Chicago, Washington and Los Angeles. Participant, Malboro Music Festival, 1980 to present; Music from Malboro tour, 1983.

NOTBURGA HEINZEL-CONNOLLY *(German)* Graduate of the Bundeslehrer-bildungsanstalt, Graz, Austria. Former instructor in English, German, and general curriculum in Hauptschulen of the Province of Styria, Austria.

BRUCE COPPOCK *(Chairperson of Strings, Violoncello)* B.M., *Cum Laude,* M.M., New England Conservatory. Studied with David Soyer and Laurence Lesser. Performances with the Handel and Haydn Society, Boston Civic Symphony, Boston Musica Viva, and Boston Pops. Recordings on Nonesuch, Delos, and Angel labels. Member of the faculty, Longy School of Music.

ANITA CUMMINS *(French)* B.S., Boston University; M.A., Columbia University. Further studies in France at the Universities of Paris and Grenoble. Former faculty, Wayne State University and University of Detroit.

DENNIS CURSIO *(Stage Make-up)* B.F.A., Emerson College. Professional work in Copenhagen as a mime in the Abraham's Club (1976). Taught make-up at Emerson College Youth Theatre Program. Professional make-up work for local films, television, and ad agencies. Owner of the Make-up Place.

EDWARD DeSOTO *(Modern, Repertoire)* Dance studies at the Juilliard School. Former principal dancer with Jose Limon Company, touring the United States, Europe, and U.S.S.R. Dance studies with Anna Sokolow, Alfredo Corvino, Lucas Hoving, and Antony Tudor. Fomer faculty, Connecticut College and North Carolina School for the Arts. Choreographer for Rhode Island College, Connecticut Dance Theatre, and Rondo Dance Theatre. Private teaching of Limon technique in Montreal.

BEATRICE DOBELLE *(Voice)* Studied at Curtis Institute of Music, Hartt College, Manhattan School of Music, and the Vienna Academy of Music. Former principal soprano with the National Opera Company of Israel with lead roles in *Aida, Carmen,* and *Pagliacci.* T.V. appearances include the Johnny Carson Show, the Bell Telephone Hour and the NBC Television Opera Production of *Carmen.* Appearances with the Hartford Symphony, Philadelphia Symphony, Hartford Opera Guild, and at Town Hall and the Tanglewood Festival.

ANN FARQUHAR DOOLEY *(Ballet, Labananalysis)* B.D. *Cum Laude,* University of Leicester, England. Full advanced Ballet Diploma of the British Ballet Organization. Post-graduate studies at The Royal Academy of Dancing-Ballet in Education and Major Syllabus, The Sigurd Leeder School of Modern Dance, The Laban Art of Movement Studio, and the University of Iowa. Former faculty, University of Iowa, American Youth Association, Ludwigsburg, Germany, University of London, Goldsmiths College, and Ifield School, England.

JOHN DOUGLAS *(Opera, Vocal Coaching, Diction)* B.M., Wittenberg University (Piano & Voice), M.M., Bowling Green State University (Piano). Studies in diction and coaching with John Moriarty; Piano with Victor Rosenbaum and Jerome Rose. Voice with Hubert Kockritz. N.A.T.S. Vocal Competition winner; major roles with Wittenberg, Springfield, and Bowling Green Opera Theatres; current tenor soloist at Old South Church. Featured piano soloist with numerous orchestras and in guest artist recitals. Formerly staff coach for Goldovsky Opera Institute and Tufts Opera Theatre. Faculty, New England Conservatory.

PAUL FRIED *(Flute)* B.M., Juilliard School of Music. Studied with Milton Fried, Eugene Foster, and Julius Baker. Former member of Musica Eterna Orchestra, Royal Ballet Orchestra, Lincoln Center Woodwind Quintet, and Boston Ballet Orchestra. Member of Boston Symphony Orchestra since 1970.

faculty

RICHARD GIVEN *(Trumpet)* B.M., New England Conservatory of Music. Other studies at Eastman School of Music. Studied with Roger Voisin and Sidney Mear. Former principal trumpet, Atlantic Symphony Orchestra and the Canadian Broadcasting Corporation Orchestra, Halifax, Nova Scotia. Appearances with the Boston Pops, Boston Ballet, and at the Schubert, Colonial and Metropolitan Center Theatres. First Trumpet with the American Theatre Company tour of *Sweeny Todd.* Former faculty, Wellesley Public Schools. Member, Cantabrigia Brass Quintet and the Eliot Chamber Trio.

JACQUELINE GOURDIN *(Piano, Keyboard, Sight Reading, Keyboard Harmony)* B.M., Boston Conservatory of Music, winner of the Whitney Medal for highest achievement; M.M., University of Lowell College of Music. Recipient of a French Government Fellowship for study in Paris at L'Ecole Normale de Musique. Piano studies with Georg Fior, Jules Gentil, and Bela Nagy; master classes with Alfred Cortot. Extensive solo and chamber ensemble appearances in the United States and in Europe. Currently faculty University of Lowell College of Music and founding member of the Orion Chamber Ensemble.

WILLIAM GRASS *(Flute, Chamber Music)* B.M., Depauw University; M.M., New England Conservatory; other studies at Indiana State Teachers College, Tanglewood, and the Arthur Jordan Conservatory. Studied with Tipton, Fitzgerald, Laurent, Pappoutsakis, Mazzeo, Gillet, and Cook. Appearances with Boston Symphony Orchestra, Rhode Island Philharmonic, Opera Company of Boston, Pro Arte Woodwind Quintet, and Four Arts Trio. Currently performing with Boston Ballet, Worcester Symphony, Boston Pops Esplanade Orchestra. Former faculty, New England Conservatory, Smith College, Dana Hall, Milton Academy, and University of Lowell. Currently faculty, All Newton Music School, Boston University Tanglewood Institute, and Wheaton College.

CHANDLER GREGG *(Piano)* A.B., Harvard College; A.M., Harvard University. Studied with Walter Piston, Archibald Davidson, Randall Thompson, G. Wallace Woodworth, Albion Metcalf, and Denise Lassimonne in England. Teaching experience includes the private teaching of piano at Brooks School, North Andover, and Connecticut College. Currently, Director of Music at the Unitarian Society of Wellesley Hills and President of the American Matthay Association.

ROLAND GUIDRY *(Stage Make-up)* B.F.A., North Carolina School of the Arts. Make-up design and execution for the Opera Theatre of St. Louis, numerous theatrical and operatic productions in the Boston area, and for television productions. Costume design for *Summer Solstice* (WCVB-TV), *Yulya's Diary* (WGBH-TV), several productions for the Boston Lyric Opera, and numerous productions as staff costume designer for the Department of Humanities at MIT.

GARY L. HEDRICK *(Music Education)* B.M., M.M., Ph.D. in Music Education, Florida State University. Recipient of a graduate teaching fellowship at Florida State University. Teaching experience includes public schools in Florida and Massachusetts. Former faculty, Boston University. Currently Director of Music and Bands, Hingham High School.

MAX HOBART *(Orchestra)* Studied violin and conducting at the University of Southern California. Member of Boston Symphony Orchestra, Boston Pops, and Boston Symphony Chamber Players; Conductor of Boston Civic Symphony and North Shore Philharmonic Orchestras. Former faculty, Berkshire Music Center. Current faculty, New England Conservatory.

ROBERT HONEYSUCKER *(Voice)* B.M., Tougaloo College; M.M., Miami University; additional studies at Boston University. Voice studies with Donna Roll, Mary Davenport, Barbara Stevenson, Mac Morgan, Thomas Holt, George Barron, and Ariel Lovelace. Performances with New England Chamber Opera Group, Opera New England, Artists International Opera Company, Opera Company of Boston, Boston Lyric Opera. Recent performances in the critically acclaimed production of Handel's *Orlando*, directed by Peter Sellars. Former faculty, Tougaloo College, Boston University, Community Music Center of Boston. Current faculty, Tufts University.

GRACE HUNTER *(Voice)* B.M., Boston Conservatory of Music, with silver medal for highest honors; M.M., Boston University. Fulbright Fellow for study in Italy (1950-51). Numerous recitals and solo appearances with various organizations, including the Handel & Haydn Society and the Harvard-Radcliffe Choral Society. Maintains private studio in New York City.

PHILLIP KAPLAN *(Flute)* Studied at New England Conservatory and the Juilliard School of Music. Soloist with Boston Pops and the New York Philharmonic Chamber Orchestra. Former music director of Musica Antiqua. Has recorded the complete works of Couperin, Rameau, Vivaldi, Bach, Handel, and Loeillet. Former member of the Boston Symphony Orchestra. Faculty, Boston University. Consultant to the Wm. S. Haynes Flute Co.

ALFRED E. LEE *(Piano, Ear Training, Piano Literature, Harpsichord)* B.M., *Magna Cum Laude,* New England Conservatory, M.M., Yale University School of Music. Piano with Lucille Monaghan and Ellsworth Grumman; ensemble with Joseph Fuchs; harpsichord with Ralph Kirkpatrick; further studies with Paul Sander in Munich; solfege with Gaston Dufresne. Extensive solo and ensemble performances in the United States and Europe. Member of Pi Kappa Lambda, National Honorary Music Society. Recent appearances as solo pianist with Buffalo Philharmonic Orchestra, Reading Symphony Orchestra, Salem Philharmonic Orchestra, and on the Robbins Library Concert Series in Arlington.

LILLIAN LEE *(Voice, Vocal Literature)* B.M., *Cum Laude,* New England Conservatory; M.M., Boston Conservatory of Music. Studied voice with Marie Sundelius and opera with Boris Goldovsky; post-graduate vocal training with Olga Averino. Professional appearances include Actors Theater Summer Playhouse, New England Opera Theatre, Boston Opera Guild, and Boston Lyric Theatre, Kukachyn Opera and Music Productions, Actors Workshop Repertory Company. Extensive duo concert tours with brother, Alfred Lee. Member, Pi Kappa Lambda, National Honorary Music Society.

SALLY LEE *(Modern Dance, Composition, Pedagogy, Repertoire)* B.F.A., Boston Conservatory of Music. Soloist with Donald McKayle Dance Company. Appearances on Broadway in *Half a Sixpence* and *La Plume de ma Tante* and in the movie *Music Man* for Warner Bros., U.S.A., Australia, England, and Brazil. Choreographed for Interborough Ballet in a special performance with the Hartford Symphony Orchestra. Guest choreographer, Brown University, University of Rhode Island, and Rhode Island College. Worked for Michael Kidd, Ronnie Field, Herbert Ross, Onna White, Sidnet Lumet and Gene Saks.

ROBERT LEIBACHER *(Speech, Acting, Introduction to the Theatre).* B.A., Pennsylvania State University; B.A., Northwestern University; graduate studies, Tufts University. Professional acting and directing experience in numerous off-Broadway productions. Author of several plays produced on the summer theatre circuit. Former faculty, Emerson College. Former Artist Director of the Orleans Arena Theatre. Member, N.E.T.C.

faculty

THOMAS LEONARD *(Music Education)* B. Mus. Ed., Keene State College; M.Ed. in Curriculum Design, Boston University; Certificate, Boston School of Electronic Music. Coordinator of Art and Music, Warren Junior High School, Newton, MA. Director of Marching Band, Newton High School. Frequent clinician and adjudicator in percussion for M.M.E.A.; Guest Conductor, New England Music Camp. Since 1979, Director of Bands and instructor of music at Newton North High School.

JOHN LEPIARZ *(Mime, Movement for Singers)* B.A., Oberlin College; graduate of LeCoq School of Mime and Clown, Paris. Toured nationally with Boston Repertory, Chamber Repertory, and the National Mime Theatre, and performed with Teatro el Local in Bogota, Columbia. He is an oaf, jester, and sometimes director at Boston's Medieval Manor Cabaret. Member of the comic troupe *The Brother's RogueOafanFool,* which presents stage combats, bull whips, Samarai swords, and archery, touring East Coast Renaissance festivals in summers.

HARRIET LUNDBERG *(Piano)* B. Mus. Ed., Indiana University; M.M., Boston Conservatory of Music. Piano with Bronja Foster, Daniel Fletcher, Vincenzo Vitale, and Maria Bono. Theory and composition with Hugo Norden.

CAROLINE B. MASON *(Humanities)* B.A., Denison University; graduate studies at University College, Dublin, Ireland; M.A., Case Western Reserve University. Former faculty, Laurel School for Girls, State University of New York at Oneonta, and Harvard College.

ROY A. McARTHUR *(Musical Theatre)* B.M. and graduate studies, New England Conservatory. Professional experience includes accompanying for nationally known entertainers, producing and directing musicals, revues, and industrial shows. Member, N.E.T.C.

BARBARA H. McCLOSKY *(Voice)* B.A., Vassar College, post-graduate study in New York and at the Mozarteum. Assistant Staff Voice Therapist at Massachusetts Eye and Ear Infirmary. Numerous recital and oratorio performances as well as appearances on Broadway and in summer stock. Former faculty, Boston University Arts Center, Bradford College. Faculty, University of Lowell. Member of N.A.T.S.; patroness Sigma Alpha Iota, and is listed among *Who's Who in American Women.*

DAVID BLAIR McCLOSKY *(Voice, Voice Therapy)* B.M., New England Conservatory of Music; further study in Germany and Italy. Performances in major cities in the United States, Europe, and Africa. Solo appearances with the Boston Symphony, New York Philharmonic, Indianapolis Symphony, Minneapolis Symphony, and others. Voice Therapy study with Dr. Irl Blaisdell; former consultant to New York State University College of Medicine. Presentation of a paper on Voice and Voice Therapy at the Academy of Music, Vienna (1964). Former faculty, Simmons College, Vassar College, Bradford Junior College, New England Conservatory, Syracuse and Boston Universities. Currently Staff Voice Therapist at Massachusetts Eye and Ear Infirmary.

STEVEN McCONNELL *(History of the Theatre, Shakespeare)* B.A. in Economics, Allegheny College; M.F.A. in Acting, Brandeis; other studies at the University of Birmingham, England and Rutgers University. Researcher and instructor in economics at Rutgers University (1974-1977). Artist-in-Residence at Brandeis University (1980). Co-author of two books on health economics. Professional work as actor and director in England, New York, New Jersey, New Hampshire, and Boston.

DOWELL P. McNEILL *(Organ, Church Music)* B.M. *Cum Laude*, New England Conservatory of Music. Organ with Henry Dunham and Homer Humphrey; master classes with Louis Vierne; choral studies and church music with Albert W. Snow and Everett Titcomb. Former faculty, New England Conservatory. Recitals in major New England and Southern cities. Organist-Choirmaster at the Church of the Blessed Sacrament (Boston). Charter Member of Iota Chapter, Pi Kappa Lambda; President of Gamma Psi Chapter of Pi Kappa Lambda.

ROCHELLE McREYNOLDS *(Modern, Jazz Dance)* A.A., Orange Coast College; B.A., University of California; graduate studies at University of California. Studied with Antony Tudor, Ron Fitzell, Jan Plastinco, Dave Shipman, Earl Manning, and others. Former faculty Earl Manning Dance Studio, New Hampshire Dance Seminar, Mission Viego School. Currently manager of Joy of Movement Center, Milton, MA.

ELSBETH MEUTH *(Eurhythmics & Percussion)* Degrees from Staatliche Hochschule fur Musik Westfalen-Lippe, Staatliche Hochschule fur Musik Rheinland and Deutsche Sporthochschule-Cologne. Further studies in Dalcrose Eurhythmics with Lisa Parker at Belmont Music School and Longy School of Music. Has taugh at the Belmont Music School, New England Conservatory, Longy School of Music, and the Community Music Center of Boston.

JOHN MORIARTY *(Opera, Diction)* B.M. *Magna Cum Laude*, New England Conservatory of Music; graduate studies, Brandeis University. Recipient of the Chadwick Medal and the Frank Huntington Beebe Award for European study. Conductor and/or Stage Director with the Central City Opera, Lake George Opera Festival, Opera Society of Washington, Oklahoma City Opera, and on Cambridge Records. Formerly Artistic Administrator of the Santa Fe Opera and the Opera Society of Washington. Administrator of Apprentice Artist Programs at Santa Fe, Central City, Lake George, and Wolf Trap. Author of *DICTION*, E.C. Schirmer, Inc., Boston. Former faculty, New England Conservatory of Music. Soloist with Boston Pops, Radio Eireann Orchestra. Recital appearances in New York, Naples, Rome and Paris.

KATHERINE MURDOCK *(Viola, Chamber Music)* Attended Oberlin College Conservatory, Yale University. B.M., Boston University. Viola studies with Joseph Silverstein, Karen Tuttle, William Primrose. Artist-in-residence, University of Minnesota, MacPhail Center for the Arts, 1977-1979; former member, Sonos Chamber Ensemble. Recitals and chamber music appearances throughout the U.S. and Europe. Recordings for Columbia, C.R.I., Decca. Currently member of Boston Musica Viva; principal violist, Harvard Chamber Orchestra; assistant principal violist, Boston Ballet Orchestra and Boston Pops Orchestra.

CLYDE NANTAIS *(Ballet, Repertoire)* B.M., Boston Conservatory of Music. Studies with E. Virginia Williams, David Shields, Merce Cunningham, Ruth Ambrose, Robert Gilman and others. Extensive training in ballet, modern, jazz, character and musical comedy. Performed with Boston Ballet, Opera Company of Boston, Boston Dance Theatre and others. Former faculty MIT, Boston University, and Boston School of Ballet.

faculty

THOMAS NEWELL, JR. *(French Horn)* B.M., M.M., Cincinnati Conservatory. French Horn with Gustave Albrecht and Mason Jones. Formerly with USAF Band, St. Louis Symphony, Houston Symphony, Asbury Park Band, and Santa Fe Opera Orchestra. Former faculty, Cincinnati Conservatory, Sam Houston State Teachers' College, Texas Southern University, Concord Academy, and New England Conservatory of Music. Solo recordings for German Radio, Cologne.

CAROL NICOLUCCI *(Music Education)* B.M., Boston University School for the Arts; M.Mus.Ed. in Instructional Media & Technology, Boston University School of Education; further studies at Berklee College of Music and at Boston University School of Public Communication. Formerly, music specialist in Waltham Public Schools, instructor of music education at Wheelock College, music education/media coordinator for Summer Creative Arts (Newton Public Schools,) and teacher/coordinator for Boston Symphony's *Days in the Arts at Tanglewood* related arts program. Served on executive board of M.M.E.A. Northeast District and as clinician in music education and instructional media for many area colleges, school systems, and conferences. Currently, Music Specialist in Newton (MA) Public Schools, and Adjunct Clinical Instructor, Boston University. Member, Society of Audio Consultants and Sigma Alpha Iota.

SANDRA NICOLUCCI *(Music Education)* B.M., *Magna Cum Laude,* M.M., Boston University School of Fine & Applied Arts; Ed.D., Boston University School of Education; other studies at Berklee College of Music. Former music specialist, Newton Public Schools, and instructor in the Division of Continuing Education at the University of Lowell. Presently music specialist in Brookline Public Schools and Adjunct Clinical Instructor at Boston University. Served on executive board of M.M.E.A. and on several conference planning committees for state and regions. Consultant in publication of *LISTENING: A Programmed Approach to Music* for American Book Co. Frequent member of curriculum committees and clinician for conventions, festivals, colleges and public school systems. Member, Sigma Alpha Iota and Pi Kappa Lambda. Listed in *Outstanding Young Women of America (1978)* and *International Who's Who in Education (1979).*

HUGO NORDEN *(Counterpoint, Composition, Harmony)* B.M., D.Mus., University of Toronto. Violin studies with Hugo Kirtschak and Felix Winternitz. Composition with J. Sebastian Matthews and Howard Thatcher. Author of *The Technique of Canon, Fundamental Harmony, Fundamental Counterpoint,* and *Form: The Silent Language.* Many compositions published in the United States, Denmark, England and Australia. Honorary member of Phi Beta Kappa and Pi Kappa Lambda. Professor Emeritus and Boston University.

DIERDRE O'DONOHOE *(Ballet, Variations)* Scholarship student with Vera Volkova at the Royal Danish Ballet, Copenhagen. Former soloist with Scottish Ballet, Stuttgart Ballet, and others. Former ballet mistress of Northern Ballet (Manchester, England). Principal teacher and ballet mistress with Jiri Kylian (Netherlands Dance Theatre. Former guest teacher with the Danish Royal Ballet, Ballet Rambert, Swedish Ballet, Berlin Opera, Winnipeg Ballet, and Boston Ballet.

ANDREA OLMSTEAD *(Music History and Literature; Collegium Musicum)* B.M. in Music History, Hartt College of Music; M.A. in Musicology, New York University; Ph.D. candidate at City University of New York. Studied with Gustave Reese, George Perle, H. Wiley Hitchcock, and Barry S. Brook. Author of numerous articles, reviews, and program notes (for *High Fidelity/Musical America, Tempo, Perspectives of New Music, Parnassus*, and National Public Radio) and of a book, *Roger Sessions and His Music*. Former faculty, Aspen Music School and The Juilliard School.

ROBERT OLSON *(Contrabass)* B.A., University of Minnesota. Formerly with Minnesota Symphony, St. Paul Chamber Orchestra, Santa Fe Opera Orchestra, and Tanglewood Festival Orchestra. Member of Boston Symphony Orchestra since 1967.

LOUISE CAME PAPPOUTSAKIS *(Harp)* Studied in Boston with Bernard Zighera and at Le Conservatoire du Paris with Tournier. Former member of Boston Symphony Orchestra. Numerous concert engagements throughout New England. Solo harpist with Boston Pops Orchestra.

LEO PANESEVICH *(Violin, Chamber Music)* M.M., Juilliard School of Music. Studied with Louis Persinger and George Enesco. Former concertmaster of Ballet Russe de Monte Carlo and the Brevard Music Festival; former assistant concertmaster of Washington National Symphony; currently member of Boston Symphony Orchestra and the Cambridge Quartet.

CAROLE ANN PASTORE *(Ballet, Pedagogy)* B.F.A., Boston Conservatory of Music. Has performed with the Civic Ballet, and the Boston Dance Theatre. Faculty, Cambridge Lower School, Newton Creative Arts Center; Director-founder of North End Dance Program; first dance instructor in Italian bi-lingual education program in Boston.

BRADLEY PENNINGTON *(Vocal Coaching, Opera History)* B.M., Murray State University; M.M., Indiana University; doctoral studies at Indiana University with Karen Shaw and at Boston University with Bela Bozormeny-Nagy and Lenore Engdahl. Operatic drama coaching with Martha Lipton. Vocal study with Iride Pilla. Rehearsal accompanist for Cambridge Opera Workshop; musical coach for Concert Opera Orchestra. Professional opera coach and recital accompanist in the Boston area. Former faculty, Cumberland College and Indiana University.

ROBERT PETTIPAW *(Trumpet)* B.Mus.Ed., Boston University; M.M., New England Conservatory. Performances with Boston Symphony, Boston Pops, Boston Ballet, and Handel & Haydn Society; founder, Cambridge Brass Quintet and Cantabrigia Brass Quintet. Recording with Crystal Records. Former faculty, Brown University. Current faculty, University of Lowell and New England Conservatory Extension Division.

ELISABETH PHINNEY *(Voice)* Studied in Stuttgart with Johanna Egli, in New York with Mia Blazer, and in Boston with Clara Shear; coaching with John Moriarty. Soloist with Boston Pops Orchestra, Detroit Symphony, and many choral societies. Concerts and recitals in the United States and in Europe. Major roles in *La Boheme, La Nozze di Figaro, Cosi fan tutte, Don Giovanni, La Clemenza di Tito, The Crucible,* and *La Vida Breve.* Appearances with Associate Artists Opera, Opera Company of Boston, Monadnock Festival.

faculty

IRIDE PILLA *(Voice, Voice Pedagogy)* B.M., Boston Conservatory of Music. Voice with Ester Ferrabini-Jacchia, with further study and operatic coaching in Milan with Romeo Boscacci and Francesco Bucchi. Extensive operative appearances in Europe with roles in *Aida, Andrea Chenier, La Boheme, Carmen, Parabola de Eid* (world premiere), *La Traviata, Cavalleria Rusticana, Madame Butterfly, Il Trovatore, I Pagliacci,* and others. Numerous engagements in the United States with the New York, Hippodrome, Columbia, Cosmopolitan, Repertoire, and Boston-New England Grand-Opera Companies. Dramatic director of numerous opera workshops.

RICHARD PLASTER *(Bassoon)* B.S., M.S., Juilliard School of Music. Formerly first bassoon with U.S. Army Ground Forces Band, and member of the New York Woodwind Quintet. Member of the Boston Symphony Orchestra since 1952.

ATTILIO POTO *(Clarinet, Conducting, Ensembles)* Studied clarinet with Tito Allega, John Rossi, Augusto Vannini, and Emil Arcieri. Studied conducting with Leon Barzin and Serge Koussevitsky. Graduate of the National Orchestral Association of New York. Formerly, solo clarinetist with the Metropolitan Opera Co. (1939-40), member of the Boston Symphony Orchestra (1948-50), conductor of the Massachusetts State Symphony Orchestra (1940-42), conductor of Army Air Forces Sinfonietta in Brazilian tour (1942-45), conductor of Boston Conservatory Orchestra and Symphonic Band (1950-54), conductor of Harvard-Radcliffe Orchestra (1954-59), conductor of the Concord Orchestra (1959-1969). Frequent conductor of All-State Orchestras and Bands in New Hampshire and Masachusetts.

WHITNEY R. POWERS *(Kinesiology and Applied Anatomy)* B.S., Springfield College; B.S., University of Connecticut; M.S., State University of Iowa; Ph.D., Queens University. Former faculty, University of Connecticut and University of Florida; currently professor of Health Science and Anatomy at Boston University. Numerous publications in medical and physiological journals. Recipient of the National Science Foundation Faculty Fellowship (1967-68).

ARTHUR PRESS *(Percussion, Percussion Ensemble)* Diploma, Juilliard School of Music. Solo percussionist with the Little Orchestra Society of New York and Radio City Music Hall Orchestra (1950-56). Solo snare drum and assistant tympanist with Boston Symphony Orchestra.

KENNETH RADNOFSKY *(Saxophone, Bass Clarinet)* B.M. *Cum Laude,* University of Houston, M.M. with honors, New England Conservatory. Saxophone and clarinet with Joseph Allard and Jeffrey Lerner. Recipient, Fulbright Fellowship. Performances with Boston Symphony Orchestra, Philadelphia Orchestra, Santa Fe Opera, Opera Company of Boston. Soloist in premiere of David Amram's Saxophone Concerto. Faculty, New England Conservatory, Yale University.

RAMON de los REYES *(Spanish Dance)* Studied with Antonio Martin and Estampio. Lead Dancer with Ximenez-Vargas Ballet Español for eleven years. Danced with Pial-Lopez. Television appearances on the Merv Griffin and Johnny Carson Shows. Performer and teacher at Jacob's Pillow Festival. Performances with Rhode Island Festival of Art, Harper Theater Dance Festival, Chicago, Shakespeare Festival in Central Park, and Bellas Artes, Mexico.

CHESTER ROBERTS *(Tuba, Euphonium, Pedagogy, Music Education, Ensembles)* B.M., Cleveland Institute of Music; further studies at Boston University and New England Conservatory. Former Principal Tuba, Pittsburgh Symphony Orchestra (1946-50), The Cleveland Orchestra (1950-67), and Chautauqua Symphony (1951-71). Former faculty, Oberlin College Conservatory and Western Reserve University. Co-founder and tuba soloist of the Cleveland Brass Quintet. Author and editor of music materials. Vocal soloist in church, oratorio and concert.

JANET B. RODGERS *(Speech)* A.B., Mount Holyoke College; M.F.A., Brandeis University; studies at the American Center for the Performing Arts. Professional actress (A.F.T.R.A., and Actor's Equity Assoc.) with La Mama Theatre and The Manhattan Theatre Club Off-Broadway, The Boston Shakespeare Co., The Lyric Stage, Boston. Summer stock includes the Weathervane Theatre, Eastern Slopes Playhouse and Cape Ann Playhouse. Many radio and T.V. commercials and industrial films.

SUE RONSON *(Jazz, Tap, Choreography for Musical Theatre)* Ballet with Celli, Fokine, Eglevsky, Schvetsov, DeMille; Jazz with Matt Mattox, Luigi, Frank Wagner, Peter Gennaro; Tap with Gower Champion, Ray Dodge; has studied improvisational dance, Spanish, Black-Afro-Cuban Jazz. Performed with Josh White, Larry Adler, Burl Ives, Paul Draper. Broadway shows include *Rodeo, Oklahoma, Annie Get Your Gun,* and *Follow the Girls.* Extensive teaching in the Boston area.

CHRISTOPHER ROZE *(Composition, Harmony, Ear Training, Contemporary Ensemble)* B.M., Manhattan School of Music; M.M., Juilliard School of Music. Studied with Charles Wuorinen, Ursula Mamlok, and Vincent Persichetti. BMI Award (1975).

BARBARA SANDICK *(Psychology)* B.S., Suffolk University; candidate for Ph.D., Brandeis University. Research psychologist, Natick Labs. Member, Association for Chemoreceptive Sciences.

MARY SAUNDERS *(Chairperson, Voice Department)* B.M., M.M., Boston Conservatory of Music. Studied with David Blair McClosky and currently is an Assistant Voice Therapist at the Massachusetts Eye and Ear Infirmary. Soloist with the Salem Philharmonic, Sinfonia by the Sea, Cecelia Society, the Mendelssohn Club of Albany, and with many choral societies. Recitalist in the New England area.

CECELIA SCHIEVE *(Improvisation, Assistant Director, Opera)* B.M., M.M., Boston Conservatory of Music; other studies at Marywood College, Cansius College, and the State University of New York at Fredonia. Performances of roles with Chautuaqua Institute, Artpark, and with the Boston Concert Opera Orchestra. Other performances in Buffalo, Erie, Pittsburgh, and Syracuse.

ALFRED SCHNEIDER *(Violin)* Graduate of Eastman School of Music. Violin studies with Jacques Gordon and Andre de Ribaupierre. Chamber music with Luigi Silfa. Member of the Gabrielli String Quartet which performs extensively in the New England area. Conducted the Framingham Symphony for several seasons and initiated their public performances. Solo appearances with Boston Pops Orchestra and the Esplanade Orchestra, as well as in solo recital. Member of the faculty, University of Lowell.

faculty

VALERIA SECCHI SHORT *(Italian) Dottore in lettere e Filosofia,* Universita de Bologna, Italy. Former faculty, Boston University and Boston State College.

LORRAINE SPADA *(Ballet, Sutton Movement Writing)* B.F.A., Boston Conservatory of Music. Ed.M., Boston University. Training with Boston Ballet, Boston Repertory Ballet, Texas Christian University; Certified Teacher of Sutton Movement Writing and Notation.

KEN STANTON *(Musical Theatre, Arranging, Music Fundamentals)* B.M., M.M., Boston Conservatory of Music; further studies in Jazz Orchestration at Berklee College of Music. Composer-member of BMI Musical Theatre Workshop. Arranger-pianist for nationally known entertainers, musicals, and revues. Music Editor, American Film Institute, Hollywood. Transcriber for major recording companies. Publication: *Jazz Theory,* Taplinger Publishing Co., N.Y. 1982.

RONALD THOMAS *(Violoncello)* Attended New England Conservatory and the Curtis Institute. Studied with David Soyer, Leslie Parnas, and Lorne Munroe. Solo performances with Philadelphia Orchestra, St. Louis Symphony, Hartford Symphony and Seattle Symphony. Chamber music concerts with Lincoln Center Chamber Music Society and Spoleto Festival of Two Worlds and extensive tours with both piano and string trios.

WALTER V. TOKARCZYK *(Percussion)* B.M., M.M., New England Conservatory of Music. Studies in percussion and tympani with Everett Firth and Morris Goldenberg. Toured as tympanist and percussionist with Boston Pops, Goldovsky Opera, Luboshutz and Nemenoff, and the St. Louis Symphonetta. Wide experience as percussionist in theatre orchestras.

VYACHESLAV URITSKY *(Violin)* Studied at Glasvnov School of Music and State Odessa Conservatory, U.S.S.R. Performed with Moscow Philharmonic. Currently member of the Boston Symphony Orchestra and a member of the faculty of the Boston University Tanglewood Institute.

GLEN WALANT *(Trombone)* B.M., Oberlin Conservatory of Music; M.M., New England Conservatory. Performances with Boston Symphony, Boston Pops, and Boston Ballet. Faculty member, University of Lowell, New England Conservatory, and Wellesley College.

HENRY WEINBERGER *(Opera, Vocal Coaching)* B.M., *Magna Cum Laude,* Brandeis University; M.M. *Cum Laude,* New England Conservatory. Studied with Victor Rosenbaum, Leonard Shure, and John Moriarty. Fellowship vocal accompanist/coach at the Berkshire Music Center, Tanglewood (1981); Soloist with Boston Symphony Youth Concerts Orchestra. Currently opera coach at New England Conservatory and a private coach and piano teacher in the Boston area.

SUSAN WHITE *(Ballet for Children and Adults)* B.F.A., Boston Conservatory of Music. Certified instructor of Sutton Movement Writing. Former faculty, Marblehead School of Ballet, Edra Toth School of Ballet, Burlington School of Ballet. Currently member of the Concert Dance Company (second company).

JUNG-JA WOO *(Piano)* Diploma, Post-Graduate Diploma, the Juilliard School of Music. Piano with Jinwoo Chung, Kyusun Choi, Irwin Freundlich, Ilona Kabos. Chamber music with Walter Trampler and Felix Galimir. Carnegie Hall debut in 1965, with subsequent recitals in France, Switzerland, Korea, England, Holland, Norway, and Germany. Concerto appearances with Baltimore Symphony, St. Louis Chamber Symphony, Frysk Orchestra (Holland), Spokane Symphony, Reston Symphony, and the New York Philharmonic.

MICHAEL ZARETSKY *(Viola, Chamber Music)* B.M., Moscow State Conservatory. Performances with Moscow Philharmonic String Quartet, Moscow Broadcasting Symphony, Jerusalem Symphony, and Radio Israeli. Currently member of the Boston Symphony Orchestra and member of the faculty at Wellesley College.

ADMISSIONS

admissions

POLICIES. Boston Conservatory of Music uses the rolling admissions process. Applicants are encouraged to apply and audition as early as possible to assure that space will be available. Freshmen are accepted for Fall semester enrollment only. Transfer students may be accepted for Fall Semester and for Spring Semester on a space-available basis only.

REQUIREMENTS. The applicant must submit an official application form and payment of the fee of $45 before April 15. Successful completion of diploma requirements at an accredited secondary school, or acceptable evidence of the equivalent, is required with a minimum of 16 units distributed as follows:

English	4 units
Foreign Language, Math, Social Studies, Science	8 units
Electives	4 units

All applicants are required to submit experience data, artistic and academic references, high school transcripts, and the results of either the Scholastic Aptitide Test (SAT) of the College Board or the American College Testing Service Test (ACT)

TRANSFER STUDENTS. Students wishing to transfer to the Conservatory from other institutions must submit transcripts from the post-secondary schools they have attended, together with a catalog and a statement of release in good standing from an appropriate official. The maximum number of credits which may be transferred from another institution is 75. Transfer credits will be accepted at the discretion of the Academic Dean.

Transfer credit from accredited collegiate institutions in Applied Music, Applied Dance, Applied Theatre, Music History and Music Theory are determined by examination upon entrance to the Conservatory. The Conservatory participates in the program of Advanced Placement Examinations of the College Testing Service. Students who demonstrate satisfactory achievement through this test will be awarded academic credit and advanced standing.

FOREIGN STUDENTS. Students from foreign countries must submit evidence of equivalent academic training and qualifications, in addition to the adequate understanding of the usage of the English language. The results of the Test of English as a Foreign Language (TOEFL) are required by the Conservatory. Information may be obtained from United States Embassies and Legations.

AUDITIONS. All applicants are required to perform a live audition for members of the faculty or authorized representatives of the Conservatory. When great distance prevents travel to Boston for a live audition, alternate arrangements may be made through the Admissions Office. *Those who have performed live auditions at the Conservatory have a distinct advantage in possibility for admission.* Auditions are scheduled throughout the year and information regarding exact dates is furnished by the Admissions Office.

ACCEPTANCE NOTIFICATION. In general, the applicant may expect to receive notification of his acceptance within two weeks of the date of audition, providing all required application materials have been received and are in order.

MUSIC DIVISION ENTRANCE REQUIREMENTS. The applicant must demonstrate his ability to pursue Conservatory level work as described elsewhere in this catalog. Proficiency levels are as follows:

Composition. Applicants must demonstrate proficiency on at least one instrument or voice. Ability to play the piano is highly desirable. In addition, the prospective student must submit several original compositions as evidence of creative ability.

Guitar. The applicant will be expected to display a degree of technical security and a sense of musical style appropriate to the literature for classical guitar.

Music Education. Applicants must demonstrate proficiency on at least one instrument or voice. Ability to play the piano is highly desirable. In the interview with Music Education faculty, the student will be allowed to explain his motivation toward the profession of teaching. Applicants will be asked to demonstrate skills in sight singing, piano, conducting, and accompaniment.

Organ. The applicant must be able to meet piano entrance requirements and demonstrate a comparable advancement in technique and repertoire on the organ. All applicants will be required to perform one Bach or other Baroque work appropriate to their abilities.

Percussion. Snare: proficient stick technique through such materials as Stone, Goldenberg, Cirone, and Firth. Mallet: fundamentals and sight reading skills through such repertoire as Bach, Handel, Corelli, Creston, and Basta. Timpani: fundamental mallet control through beginning two drum studies, Goodman Timpani Manual; tuning.

Piano. Audition repertoire must be securely memorized and should include a Bach Invention, Prelude & Fugue, or an equivalent Baroque work, a movement from a Classical sonata by Mozart, Haydn, or Beethoven, one larger composition from the Romantic or Contemporary period. Proficiency in scales and arpeggios is presumed. A sight reading test is given at the audition.

Strings. The applicant will be expected to display a degree of technical proficiency and a choice of repertoire commensurate to his level of training.

Voice. The applicant should present four art songs from memory: one in Italian (from the *Italian Anthology*), one in English, and the others in German and/or French. Developed tone quality and true pitch are of particular importance in the audition. An ability to play the piano is desirable.

Winds. Applicants should possess technical security and be able to display a musical style appropriate to the literature of their instruments.

admissions

DANCE DIVISION ENTRANCE REQUIREMENTS. Dance applicants will be asked to participate in two technique classes, one in Ballet and one in Modern. Material covered in the classes will become progressively more difficult, and Dance faculty will observe the proficiency of applicants.

Following the classes, each applicant will be called back individually to perform a 2-3 minute solo in Ballet or Modern. This may be the student's own choreography or the work of a teacher. The applicant must provide his own accompaniment by preparing a reel-to-reel tape (7 1/2 ips) or a cassette tape to music of his own choice.

THEATRE DIVISION ENTRANCE REQUIREMENTS. All applicants must prepare two contrasting monologues: one from contemporary drama and one from classic repertoire (pre-1800). Each selection should be 2-3 minutes in length. Monologues must be memorized and prepared thoroughly. Several speeches by one character may be combined, omitting other characters to make a scene of sufficient length, or both parts of a two-character scene may be integrated. Audition materials should be selected to present the applicant's range and abilities to best advantage.

Acting-Directing applicants will take a dance placement examination from 10:00 to 11:30 AM. Leotard, tights and ballet shoes are required. Beginning at 12:00 noon, monologue auditions will be heard, followed by a personal interview with division personnel.

Musical Theatre applicants will take a dance placement examination from 10:00 to 11:30 AM. Leotard, tights and ballet shoes are required. Beginning at 12:00 noon, monologue auditions will be heard. Following a warm-up, vocal auditions will occur. Applicants should prepare a light, rhythmic song such as "I Got a Lot of Living to Do" from *Bye Bye Birdie* and a song of sustained quality such as "If I Loved you" from *Carousel.* Applicants must bring their own sheet music; an accompanist will be provided. Following the vocal auditions will be a personal interview with division personnel.

Auditions will be completed by late afternoon.

GRADUATE DIVISION ADMISSION. General requirements for those seeking admission to the Graduate Division are discussed on page 24. In addition, the following requirements must be observed:

1. An application on a Conservatory form must be filed with the Graduate Coordinator at least 2 months prior to the time of intended entrance.

2. All transcripts of previous collegiate work must be submitted along with catalogues of description.

3. The aptitude portion of the Graduate Records Examination must be taken and the results forwarded to the Conservatory. Information may be obtained by writing the Educational Testing service, Princeton, NJ 08540.

All applicants must be auditioned and interviewed by Boston Conservatory of Music Faculty and personnel.

admissions

Admissions application located on page 143.

If the application has been removed from this catalog, please request another from Admissions Office

Boston Conservatory of Music
8 The Fenway
Boston, MA 02215
(617) 536-6340

Boston Conservatory of Music supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

TUITION & FEES

tuition & fees

ADVANCE DEPOSITS. Undergraduates selected for admission to the Conservatory are required to make an advance deposit of $50 upon notification of their acceptance, which will be applied to first semester charges. Students seeking dormitory accomodations must submit an additional deposit of $100 (total $150).

Upperclass students must indicate their intention to re-enroll by placing a deposit of $50 before April 15, or, if seeking dormitory accomodations, must place a deposit of $150 before March 15. These deposits are not refundable.

UNDERGRADUATE DIVISION TUITION CHARGES:

Full-time program (B.M. or B.F.A. Degree)		
First Semester		$2,575
Second Semester		$1,715
Conservatory Diploma		
First Semester		$2,455
Second Semester		$1,635
Extra courses taken in class	*(per credit hour)*	$175
Extra private instruction		
1/2 hour weekly	*(per semester)*	$500
1 hour weekly	*(per semester)*	$1,000
Opera Studio or Theatre Fee	*(per semester)*	$250

GRADUATE DIVISION TUITION CHARGES:

Courses taken in class	*(per credit hour)*	$190
Private instruction		
1/2 hour weekly	*(per semester)*	$550
1 hour weekly	*(per semester)*	$1,100
Opera Studio or Theatre Fee	*(per semester)*	$500

MISCELLANEOUS FEES:

Application Fee (Undergraduate/Graduate)		$45
Change of Program Fee		$15
Graduation Fee		$30
Late Registration Fee		$25
Music Education Lab Fee		$25
Registration & Student Service Fee	*(per semester)*	$60
Transcripts *(first copy without charge)*		$3

tuition & fees

RESIDENCE FEES:

Room & Board, Plan A: 19 meals weekly
(7 breakfasts & dinners, 5 lunches)
First Semester $1,797
Second Semester $1,198
Room & Board, Plan B: 14 meals weekly
(7 breakfasts & dinners)
First Semester $1,640
Second Semester $1,095
Damage Deposit *(refundable)* $60

All rates apply to multiple occupancy. There is an additional fee of $100 for single rooms. See academic calendar for vacation periods when residences are closed.

MEAL PLAN FEES FOR NON-RESIDENTS:

Plan A: 19 meals weekly
(7 breakfasts & dinners, 5 lunches) ..... *(per semester)* $838
Plan B: 14 meals weekly
(7 breakfasts & dinners) ..... *(per semester)* $710
Plan C: 5 lunches ..... *(per semester)* $210

FINANCIAL OBLIGATIONS. All tuition and fees are due and payable according to the following schedule:

First Semester charges ..... due August 15
Second Semester charges ..... due January 1
Summer Session charges ..... due at registration

Students failing to comply with this schedule will be excluded from classes. Student using loans to assist in meeting expenses must initiate proceedings far enough in advance so that these deadlines can be met. It may take 6 weeks from initial loan application to the actual date of disbursement. *(See page 141.)*

WITHDRAWAL FROM ENROLLMENT. Students withdrawing from the Conservatory must submit their intent, in writing, to the Academic Dean. In the event of withdrawal or dismissal, charges will be assessed in proportion to the length of the student's enrollment, from the first day of classes to the date of withdrawal or dismissal. Therefore, it is of extreme importance that the exact date of withdrawal or dismissal be clearly recorded in the Dean's Office.

Date of withdrawal or dismissal	*Tuition charges*
Within 2 weeks	50% of the semester's tuition
Within 3 weeks	60% of the semester's tuition
Within 4 weeks	80% of the semester's tuition
After 4 weeks	100% of the semester's tuition

tuition & fees

If a student withdraws who lives in a residence and/or is a participant in a Conservatory meal plan, the above schedule will be followed with the exception that the time period will begin on the day that the residence opens for the semester rather than the first day of classes. Students who wish to withdraw from the residence and/or meal plan who are not withdrawing from the Conservatory *are not eligible for a refund.*

In the event of early withdrawal or dismissal from the Summer Session, charges will be assessed on a schedule proportionate to the above.

Extension charges are not refundable.

The Conservatory reserves the right to alter tuition or other fees at any time it may become necessary.

FINANCIAL AID

financial aid

The Conservatory Financial Aid Office administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. *It is a fundamental principle of financial aid, however, that the student's first resource must be his own earning capacity, followed by the income and assets of his immediate family.*

To facilitate proper judgment as to the amount and kind of assistance for which the student is eligible, a complete financial analysis is required. This analysis may be performed by either the College Scholarship Service or the American College Testing Service. The preferred of the two is the College Scholarship Service, and their *Financial Aid Form (FAF)* may be obtained at high school guidance offices and all college financial aid offices. The applicant will be requested to furnish information regarding the family's financial resources, assets, and liabilities. An analysis of this information is performed and the result is reported to the Financial Aid Office.

FORMS OF FINANCIAL AID. The following types of aid are available individually or in combination and must be applied for each year:

Pell Grants (formerly BEOG) (Undergraduates only)
This program of awards is funded by the federal government. All undergraduate aid applicants are required to apply for a Pell Grant before they will be considered for any other form of aid. The student receives direct notification of his eligibility and the grant may be used at the institution in which the student enrolls. These grants may be transferred from one institution to another and range in size from $146 to $1,670 per year. Pell Grant application forms are available at any financial aid office, but most students apply for the Pell Grant on the *FAF.*

Supplemental Educational Opportunity Grants (Undergraduates only)
This program is also funded by the federal government. These grants are available to only a limited number of applicants and range in size from $200 to $2000, determined by the degree of financial need. Application is made on the Conservatory Financial Aid Application. The *FAF* is also required.

College Work-Study (Undergraduates & Graduates)
This is a campus-based program of part-time employment funded partially by the federal government. Students may earn money to help meet incidental expenses by assisting with work in Conservatory offices, the Library, residence halls, etc., for up to 20 hours of work weekly. Students awarded Work-Study as part of their financial aid will be placed in an appropriate job by the Conservatory. Wages are paid on a weekly basis. Application is made on the Conservatory Financial Aid Application. The *FAF* is also required.

Conservatory Scholarships or Work-Assistantships (Undergraduates & Graduates)
A limited number of performance-based scholarships are available to students who demonstrate the highest artistic skills. Some Conservatory departments award assistantships rather than scholarships, and recipients of these awards have certain responsibilities to their departments. Application is made on the Conservatory Financial Aid Application.

Guaranteed Student Loans/Federally Insured Student Loans. (Undergraduates & Graduates)
These loan programs require a separate application, obtainable at banks and credit unions. As of October 1, 1981, all applicants must meet specified eligibility requirements based on the family adjusted gross income. Should the family adjusted gross income exceed maximum limits, eligibility may yet be possible if financial need is indicated by the results in the *FAF*. Borrowing limits are as follows:

	Annual Limit	*Aggregate Limit*
Undergraduates	$2,500	$12,500
Graduates	$5,000	$25,000

(The aggregate limit for Graduates includes any previous Undergraduate loans.)

These loans currently carry an interest rate of 9% for new borrowers, but rates are subject to possible change. Repayment of the loan begins following a grace period of 6 months after the student leaves school. Loan repayment is deferrable for graduate school or service in the military, Peace Corps, or VISTA.

Students who must take loans in order to meet educational expenses must initiate application proceedings far enough in advance of the beginning of the semester that published payment deadlines may be met. In most cases, it may take 6 weeks from initial loan application to date of disbursement.

Loans to Parents (Undergraduates & Graduates)
These loans also require a separate application, obtainable at banks and credit unions. The maximum amount a parent may borrow for any one student in any academic year is $3,000, with an aggregate loan limit of $15,000. Interest on these loans is currently at 14%, but rates are subject to possible change. Repayment of the loan is required to begin 30 to 60 days following the date of disbursement.

The Conservatory reserves the right to adjust the student's award to allow the most equitable distribution of financial aid to the greatest number of eligible applicants. Students are expected to save $600 to $800 from summer earnings each year.

SPECIFIC SCHOLARSHIP FUNDS. A number of specific scholarship funds have been established in honor or in memory of various individuals who have been affiliated with the Conservatory. By applying for scholarship assistance on the Conservatory Financial Aid Application, the student's eligibility for any of these scholarship funds is considered. Recipients of these awards are so notified of the honor.

The Albert Alphin Memorial Fund
The John Louis Anwyll Memorial Scholarship Fund
The Alumni Association Scholarship Fund
The American Theatre Organ Society Scholarship (Eastern Massachusetts Chapter)
The Francis Findlay Memorial Fund
The Harlan Grant Theatre Scholarship Fund
The Esther Lyons Memorial Dance Scholarship Fund
The Jeanette Miller Gottlieb Opera Scholarship Fund
The Bertha B. Otis Scholarship Fund
The Blanche B. Parker Scholarship Fund
The Attilio Poto Scholarship Fund
The Sutton Movement Notation Scholarship Fund
The Joan Katherine Rossi Memorial Scholarship Fund
The Sevcik Scholarship Fund
The Jan Veen Educational Trust Fund

financial aid

A recent bequest from the estate of the late Alfred Poirier has been designated as a special fund for emergency loans to students who have extraordinary financial need. This fund should be operative in the 1983-84 academic year.

DEFERRED PAYMENT. Students and parents desiring to pay education expenses in monthly installments may make arrangements to do so with the following agency:

Academic Management Services
1110 Central Avenue
Pawtucket, RI 02861

Toll free: (800) 556-6684

Applications for financial aid may be obtained by request from the Financial Aid Office.

Application deadline for new students is April 15.
Application deadline for returning students is March 15.

If the application has been removed from this page, please request another from the Admissions Office

Boston Conservatory of Music
8 The Fenway
Boston, MA 02215
(617) 536-6340

BOSTON CONSERVATORY OF MUSIC
8 The Fenway
Boston, MA 02215
(617) 536-6340

APPLICATION FOR ADMISSION

Date: _____

Name: Mr. / Ms. _____
(Please indicate maiden name)

Home Phone: _____ Current Phone: _____
Area Code Number *Area Code Number*

Home Address: _____
Street & Number City State Zip

Current Address: _____
Street & Number City State Zip

Date of Birth: _____ Place of Birth: _____ Citizenship: _____

Colleges Attended: _____ Date of Enrollment: _____

_____ Date of Enrollment: _____

Degrees Conferred: _____ Major Field: _____

Name of Secondary School Attended: _____

Date of Graduation: _____ Social Security Number: _____

Intended date of entrance: _____
(Undergraduates, September enrollment only)

Please indicate on the reverse side of this application the course of study you wish to pursue.

The information provided is true and complete to the best of our knowledge. The undersigned also agree to be responsible for all tuition and other expenses incurred by the applicant upon admission to the Boston Conservatory of Music.

Applicant's Signature: _____

Date: _____

Signature of Parent or Guardian: _____

Date: _____

This application must be accompanied by a $45 application and examination fee. (non-refundable)

Before completing this portion of the application, please read carefully the descriptions of courses of study and curricula listed in the catalog.

Please indicate the program you wish to pursue.

☐ Bachelor of Music
Indicate your intended major by checking one of the following:
☐ Applied Music Major
☐ Composition Major
☐ Music Education Major

☐ Bachelor of Fine Arts
Indicate your intended major by checking one of the following:
☐ Dance Major
☐ Acting-Directing Major
☐ Musical Theatre Major

☐ Master of Music
Indicate your intended major by checking one of the following:
☐ Applied Music Major
☐ Composition Major
☐ Music Education Major
☐ Opera Major

☐ Conservatory Diploma
Indicate your intended major by checking one of the following:
☐ Applied Music Major
☐ Dance Major
☐ Musical Theatre Major

☐ Artist Diploma in Opera

Please indicate your principal instrument

____Baritone Horn
____Bassoon
____Clarinet
____Contrabass
____Flute
____French Horn
____Guitar
____Harp
____Harpsichord
____Oboe
____Organ
____Percussion
____Piano
____Saxophone
____Trombone
____Trumpet
____Tuba
____Viola
____Violin
____Violoncello
____Voice
Range: _____
Type: _____

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